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ABSTRACT

This report summarizes a study which gathered data on 80 presearch interviews in seven medical libraries in order (1) to identify the verbal and nonverbal behaviors that facilitate, maintain, or impede information exchange in interviews between search intermediaries and library users requesting computer-based literature searches: (2) to identify tasks librarians perform to facilitate information exchange: and (3) to objectively code videotaped presearch interviews in terms of the extent to which those tasks were accomplished. Chapters describe research aims, research design, data analysis, and research findings. The bibliography lists 110 sources. Appendices contain the major data-gathering instruments and coding/analysis forms employed in the project, as well as a sample interview. (FM)

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EXECUTIVE SUMMARY, PROJECT BIBLIOGRAPHY, AND SAMPLE DATA

by

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May 1981

A report of the Presearch Interview Project
(NLM Grant No.1 R01 LM03074)

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LIST OF REPORTS OF
THE PRESEARCH INTERVIEW PROJECT
(NLM Grant No.1 RO1 LM03074-01)

Date	Title	Author(s)
Feb. 1, 1980	Progress Report for May 1, 1979 to January 15, 1980	Crouch and Atherton
March 7, 1980	Codebook and Frequency Distributions for Quantifiable Data	Tessier and Fargnoli
July 4, 1980	Analysis of Verbal Behaviors in the Presearch Interview: Codebook with Instructions for Transcribing Interviews	Crouch and Lucia
April 1981	Descriptive Account of Stimulated Recall Sessions with Requesters that Followed Presearch Interviews	Wargula, Lucia and Fargnoli
April 1981	Satisfaction Measures in Presearch Interviews	Tessier
April 1981	Verbal Behaviors of Librarians in Presearch Interviews	Crouch
April 1981	Nonverbal Behaviors in Presearch Interviews	Genova
April 1981	Tasks Performed by Online Searchers in Presearch Interviews	Cochrane
May 1981	Executive Summary, Project Bibliography, and Sample Data	Cochrane

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PRESEARCH INTERVIEW PROJECT

EXECUTIVE SUMMARY

by Pauline A. Cochrane

INTRODUCTION

Online bibliographic searching begins with the requester and ends with that person using the information obtained (or not using it). Online searching for the most part is done by the intermediary who usually talks with the requester about the request, who converts it into search statements to an online retrieval system which accesses data bases, and retrieves information items. Displays or outputs are ordered for the requester to use.

These three sentences, brief as they are, encompass many tasks which are performed between the requester and the intermediary and by the intermediary for the requester. Most of our professional literature focuses on the work of the intermediary while online and does not seem to provide many insights into the presearch events and their effect or impact on the success of online searching. Figure 1 displays these variables which interact and affect the success of online searching. What in Figure 1 is shown as "Environment" includes the presearch interview where certain tasks and events occur. The personal characteristics of the searcher and of the requester may affect their behaviors during the interview and may affect the outcome of the search online.

RESEARCH AIMS

In a project just completed at Syracuse University, we tried to isolate the events and activities in the presearch interview to:

1. identify verbal behaviors that facilitate, maintain, or impede information exchange in the interview, and objectively code presearch interviews in terms of the occurrence of these "verbal behaviors."

2. identify tasks that are accomplished by the librarian to optimize information exchange and objectively code presearch interviews in terms of the extent to which those "tasks" were accomplished.

3. identify nonverbal behaviors that accompany the verbal behaviors identified as facilitating or impeding information exchange, and to identify those nonverbal behaviors that contribute to or detract from the accocplishment of necessary tasks.

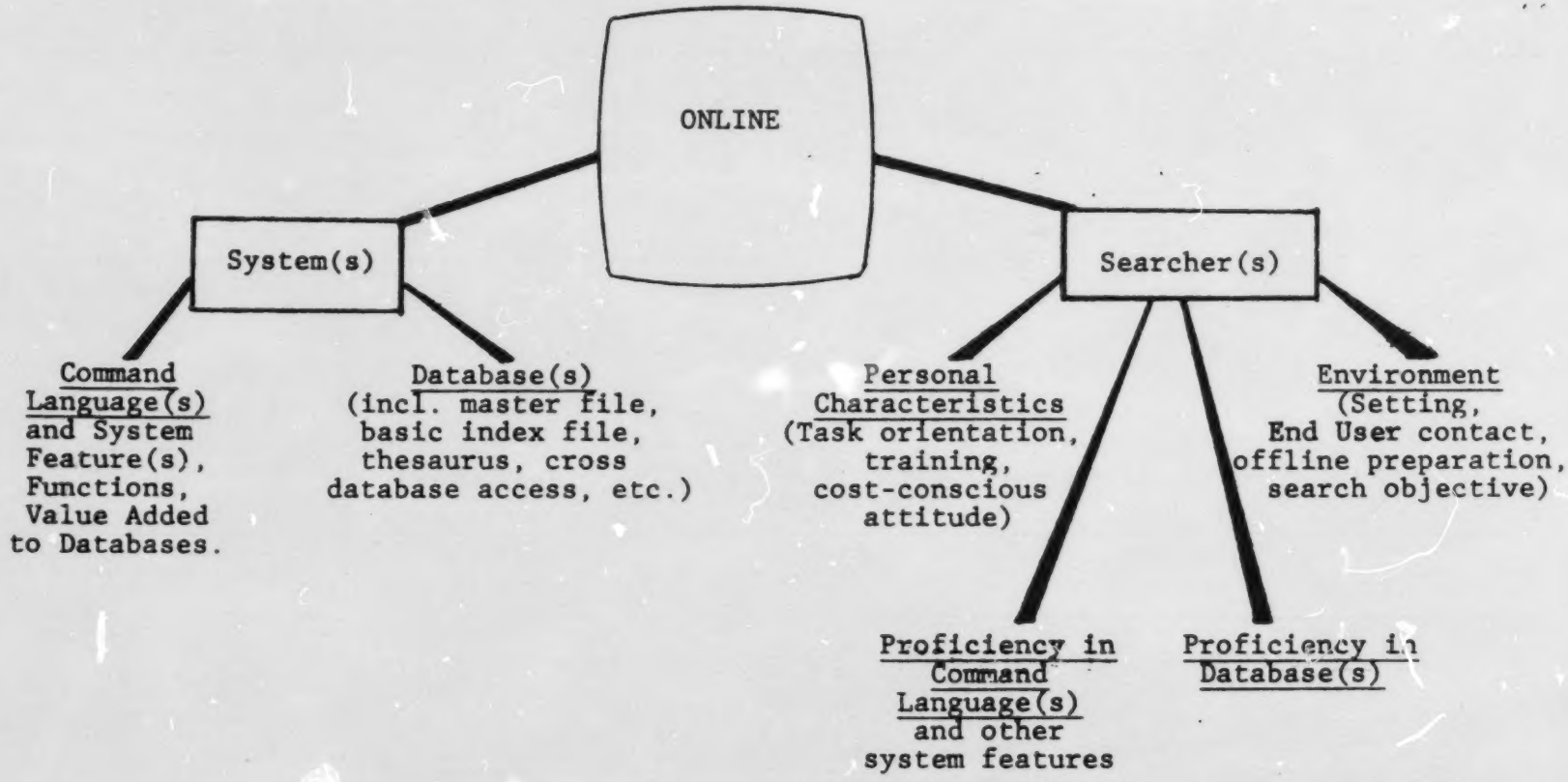
ONLINE
System(s)
Searcher(s)
Command Language(s) and System Feature(s), Functions, Value Added to Databases.
Database(s) (incl. master file, basic index file, thesaurus, cross database access, etc.)
Personal Characteristics (Task orientation, training, cost-conscious attitude)
Environment (Setting, End User contact, offline preparation, search objective)
Proficiency in Command Language(s) and other system features
Proficiency in Database(s)

Fig. 1 MAJOR VARIABLES AFFECTING ONLINE INFORMATION RETRIEVAL

Observations needed to assess Interface Barriers,
Performance of System and Searcher,
Quantity and Quality of Outputs, etc.

SOURCE: Partially based on Fenichel, Library Research 2 (1980): 107-129 and Carlisle (1974).
Prepared by P. Cochrane for NLM study

RESEARCH DESIGN

The research design we followed consisted of the following steps:

1. Obtain on-site at several locations a video and audio record of presearch interviews.

2. Obtain the subjective evaluations of the "success" of the interview from the participants immediately following each interview (on-site; written questionnaire).

3. Hold "stimulated recall" sessions with each participant separately to identify "verbal behaviors" that facilitate, maintain, or impede information exchange (on site; trained interviewer views videotape with each; an audio record of this session is made for later analysis).

4. Interview each participant separately to identify "tasks" which should be performed to optimize information flow (On site; face-to-face interview immediately following the stimulated recall session; an audio record of the interview is made for later analysis).

5. Develop coding schemes to objectively evaluate interviews by coding "verbal behaviors" and "tasks" performed (at Syracuse University; content analysis of stimulated recall sessions and interviews).

6. Code the presearch interviews (at Syracuse University; type transcripts of the presearch interviews; train coders to use the transcripts and the videotapes).

7. Compare 1) requester's subjective evaluations of the success of the presearch interviews, 2) librarian's subjective evaluations, 3) objective evaluations of "verbal behaviors, and 4) objective evaluations of "tasks" performed (at Syracuse University; data analysis by project staff).

8. Examine the videotape records to identify "nonverbal behaviors" that accompany the "verbal behaviors" or that facilitate or impede "tasks" being accomplished (at Syracuse University; exploratory analysis by a special project staff member not involved in other aspects of the project).

9. Prepare a detailed research report and appropriate journal articles. (at Syracuse University; project staff).

Methods of procedure for each aspect of the design are discussed below.

We gathered data on 80 presearch interviews in seven libraries. We used as many different librarians as was practical (17). We chose medical libraries because librarians in those libraries are given relatively uniform training, a number of data bases are used regularly, and computer-based literature searches are performed frequently. We chose to control variability between our sites by using only one type of library and one in which librarians receive somewhat the same training. Additional important considerations were willingness of the staff to be viedotaped, equipment and facilities available which are conducive to videotaping in realistic settings.

Prior to data collection the project staff developed and pretested a questionnaire to obtain subjective evaluations of the "success" of the interview. This became our Satisfaction Measurement tool.

Prior to data collection the project staff developed and pretested a procedure for conducting "stimulated recall" sessions with each participant separately. The purpose of the session was to identify verbal behaviors which facilitate, maintain, or impede information exchange. Interviewers were hired and trained on-site or project staff were used to conduct the sessions which were audiotaped. Requesters were scheduled for the session as soon after the presearch interview as possible (preferably, immediately following it, but certainly within three days). Librarians were scheduled as soon as possible also, but several presearch interviews were included in a single stimulated recall session.

To develop a coding scheme for "verbal behaviors" the audiotape of the "stimulated recall" sessions were analyzed. In the "stimulated recall" sessions the interviewer stopped the videotape of the presearch interview at predetermined intervals in order to identify verbal behaviors that facilitate, maintain, or impede the information exchange. The analysis was used to identify categories of verbal behavior that facilitate, maintain, or impede. These categories are then used to develop a coding system.

The procedure for applying the categories involves identifying each "contribution" that is made by either participant. Each contribution is then coded in terms of the categories of verbal behavior that it contains.

To develop a coding scheme for "tasks" performed, the project staff analyzed the results from the questionnaires. Previous work by Atherton (Atherton and Jensen) includes a list of tasks suggested by the literature. That work and our analyses were used in developing the coding scheme.

The procedure for coding presearch interviews as to how well "tasks" have been performed was partially taken from Minnis and Dudek (1976). Some statements by them included "The information professional was in overall control of the situation." We added to these statements about expectations such as "The online search is expected to be successful."

The basic working data of the study were five variables, three independent and two dependent variables. The figure below shows the relations of interest between the variables.

	Independent			Dependent	
	Nonverbal Behavior	Verbal Behavior	Tasks Performed	Librarian's Evaluation	Requestor's Evaluation
Nonverbal Behaviors				X(e)	X(a)
Verbal Behaviors				X(d)	X(a)
Tasks Performed				X(e)	X(b)
Librarian's Subjective Satisfaction Evaluation					X(c)
Requester's Subjective Satisfaction Evaluation					

Figure 2. Independent and Dependent Variables in Presearch Interview Project

The primary questions to be answered with the data are

a) Is there a relationship between the "verbal behaviors" or the "nonverbal behaviors" performed by the participants and the requester's subjective evaluation of the success of the presearch interview?

b) Is there a relationship between how well the "tasks" are performed and the requester's subjective evaluation?

c) Is there a relationship between the librarian's subjective evaluation of the success of the presearch interview and the requester's subjective evaluation? If so, can "behaviors" or how well the "tasks" were accomplished help explain the relationship?

Of secondary, but still definite, concern are the questions

d) Is there a relationship between the "verbal behaviors" or the "nonverbal behaviors" performed and the librarian's subjective evaluation of the success of the presearch interview?

e) Is there a relationship between how well the "tasks" are performed and the librarian's subjective evaluation?

DATA ANALYSIS

Appropriate statistical techniques were used to describe and verify the significance of these relationships. A more detailed description of the data collection and analyses are given in each of the following separate reports:

Title	Author(s)	Date
Progress Report for May 1, 1979 to January 15, 1980	Crouch and Atherton	Feb. 1, 1980
Codebook and Frequency Distributions for Quantifiable Data	Tessier and Fargnoli	March 7, 1080
Analysis of Verbal Behaviors in the Presearch Interview: Codebook with Instructions for Transcribing Interviews	Crouch and Lucia	July 4, 1980
Descriptive Account of Stimulated Recall Sessions with Requesters that Followed Presearch Interviews	Wargula, Lucia, and Fargnoli	April 1981
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Verbal Behaviors of Librarians in Presearch Interviews	Crouch	
Nonverbal Behaviors in Presearch Interviews	Genova	
Tasks Performed by Online Searchers in Presearch Interviews	Cochrane	

To help comprehend the separate research studies this executive summary contains an example of each type of data collection and analysis for a single interview: Case 504. The demographic and situational data, the verbal and nonverbal behaviors, the tasks performed, and the satisfaction measures are all given in the appendices to this report. A full transcript of the interview is also given.

Case 504 is an interesting case. It was characterized as "difficult" because both the librarian and the requester recorded that they were "ill at ease"; they disagreed on whether the librarian understood the request but both expected online success.

RESEARCH FINDINGS

Measurements of the dependent variables, Requester Satisfaction and Librarian Satisfaction, were developed by Tessier. She developed an index of satisfaction by tallying agreements or disagreements of each participant with several statements which, it was hoped, would sensitively tap three dimensions of satisfaction as well as give us a global dimension sensitive to both task and affect. Tessier found that the means for the dependent variable were strongly positive, more so for the requester than the librarian. We had to conclude that the field study (videotaping and stimulated recall sessions) created conditions that increased the positive responses. Besides, as the librarian completed as many satisfaction questionnaires as he or she had interviews, this constituted multiple measures for the same person and may have introduced a bias.

It was feared that the lack of variability would decrease the observable relation to the independent variables (verbal behavior, nonverbal behavior, and tasks performed). If there was a lack of statistically significant relationship between these variables, it would not be conclusive. For an alternate hypothesis could be that the satisfaction measures were insensitive.

Tessier recommended additional research to improve the satisfaction measure, simplify the field procedures, and try for quota sampling of dissatisfied users.

Genova, in investigating nonverbal behavior, observed bodily cues which were theorized to be regulators or adaptors. Shifts, interruptions and periods of idleness were also counted to observe if these nonverbal behaviors indicated a hinderance or facilitation of the smooth interaction flow of the interview. Relationship to the satisfaction measures indicated that interruptions are associated with the librarians feeling ill at ease and the requester's isolated smiles or laughs associated with less librarian enjoyment. A more detailed account of her findings are in the Genova report.

Crouch, who studied verbal behaviors had some surprising findings. For example, the number of statements made that the contributor understands the other had a statistically significant negative correlation with the requester's overall summary satisfaction index. The number of acceptances of personal information negatively correlated with the measure of requester's confort. The number of restatements or paraphrases negatively correlated with the requester's measure of the librarian's understanding of the request.

Less surprising were Crouch's findings that the number of open questions positively correlated with the requester's overall satisfaction, or that the number of closed questions negatively correlated with the requester's confort.

These and other findings are reported in more detail in the Crouch report.

The Task analysis study by Cochrane did not report any statistically significant relationships with the various satisfaction measures except for recording a positive relationship with requester activities during the interview! There were times when the requester volunteered some search terms, or requested a description of the data base. These incidents, when tallied, correlated positively with requester's overall satisfaction.

The Cochrane report delved more deeply into the descriptive analysis of the interview, taking into account first and last events, sex groupings, length, site differences, and difficulty of request. For these findings the reader is referred to the Cochrane report.

Some basic assumptions implicit rather than explicit, underlay a great deal of our interview analysis, especially as the interviews studied were task-oriented and "controlled" by a professional. We assumed that these people, the information professionals in a library setting, who were asked to do an online search, were more alike than different, and the people they were interviewing, we have tended to think were more alike than different because they were all health professionals. What we expected to find was that the differences noted in requester satisfaction with the interview would relate to satisfaction with the task performed, or possibly to the verbal and nonverbal behaviors, the interpersonal variables. We also thought that some situational variables might have an affect. So -- all of these interesting variables were observed, coded, and analysed.

What we have had to conclude is this: Interviewers are not only different from each other but are inconsistent (or irregular) themselves and the fortuitous influences that accompany all day-to-day encounters can not be tracked nor are they controlled in the interviews we observed.

We had developed instruments for objective coding, but the human variation and bias toward positive rankings of this interaction caused difficulty in distinguishing some of the causes for satisfaction or dissatisfaction.

We analyzed the data in as many ways as possible in an effort to produce an analysis which, one can say with confidence, represents findings analytically verified through multiple measures. We have compared our analysis with the retrospectic review of the participants during stimulated recall sessions, but this labor-intensive undertaking, to be expected of naturalistic or observational studies, has not uncovered all we hoped to discover. The data we gathered, archived at Syracuse University, School of Information Studies, can be made available to other researchers. Codebooks exist for all our machine - readable data and our observational procedures are documented. We welcome requests for further analyses.

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APPENDICES

Note: These appendices consist of the major data-gathering instruments and coding/analysis forms employed in the Presearch Interview Project. A single interview, Case 504 is used to illustrate the type of data collected and analyzed.

The associated codebook for each author's analysis is available upon request. Requests for these code books and/or the raw data should be made to the School of Information Studies at Syracuse University as they have been archived there.

Appendix		Author of Associated Report
A	Completed Interview Log	Tessier & Fargnoli
B	Completed Requester Information Form	Tessier & Fargnoli
C	Completed Presearch Form	_____
D	Completed Requester Satisfaction Form	Tessier
E	Completed Librarian Satisfaction Form	Tessier
F	Transcript of Interview, with Contribution Numbers Used in Verbal Behavior Analysis	Crouch
G	Transcript of Stimulated Recall Session with Requester, Including Mark-Up for Descriptive Analysis	Wargula & Lucia
H	Transcript of Stimulated Recall Session with Librarian, Including Mark-Up for Descriptive Analysis	_____
I	Task Analysis Data for A Single Case	Cochrane
J	Verbal Behavior Analysis for a Single Case	Crouch
K	Nonverbal Behavior Analysis for a Single Case	Genova

Appendix A

Completed Interview Log

Case Number 504

Institution _____

Librarian _____

Requester _____

Date of Interview 11/14/79

Time of Interview 9 A.M.

Interview videotape number 79-74

S.R. Session with the Requester (male)

(audiotape # 504) side (1) or 2

(date 11/14/79 time 9:15 AM)

S.R. Session with the Librarian

(audiotape # 504) side 1 or (2)

(date 11/16/79 time 11:15 AM)

Did the interview take place at the regular work place of the librarian?

(YES) NO

Comment:

Was a presearch form used?

(YES) NO

(If yes, obtain a copy of the completed form)

Special Conditions:

1. Was the user present for the online search?

   YES (NO)

2. Was the search request discussed at some point before the stimulated recall session?

   YES (NO)

3. Did the user see the output prior to the stimulated recall session?

   YES (NO)

4. Was there a charge for the search?

   YES (NO)

Appendix B

Completed Requester Information Form

REQUESTER INFORMATION

1. Which one of the following BEST describes what you wanted when you requested this computer search? Check one:

____ a reference with a particular fact or piece of information
① X a few good references for background, perspective or overview
____ a representative set of references on the topic
② X a pretty thorough search of the topic
____ everything on the topic
____ verification that you had already found all the references on the topic
* ____ other. Please describe: ① on medical issues
② on psychological issues

2. On the list below please mark your PRIMARY planned use for the information with a "1" and any secondary uses with a "2." Use one "1" and more than one "2" if appropriate.

____ research
1 fulfilling academic requirements (coursework, thesis)
____ preparing an article, book, review or presentation
____ teaching
2 patient care or professional practice
2 other. Please describe: To Learn Something

3. About how many citations do you expect to receive from this computer search? 15-20

4. How many computer searches have you had done before this search, here or elsewhere?

____ 0 searches before this one
✓ 1 search before this one
____ 2-5 searches before this one
____ 6 or more searches before this one

5. How would you describe your knowledge of the literature on the topic of this search?

____ this is a new field of literature to me
X I have a little knowledge of the literature on the topic
____ I am somewhat knowledgeable about the literature on the topic
____ I am already quite knowledgeable about the literature on the topic

#504

6. Please check your primary status:

_____ Medical School faculty
_____ Medical clinical faculty
_____ Other faculty
_____ Lecturer, instructor, teaching fellow, post graduate fellow
_____ Physician
_____ Medical staff (resident, intern)
_____ Medical student
X Graduate student
_____ Undergraduate student
_____ Administrator
_____ Other. Please describe: _____

7. Are your responsibilities primarily:

_____ Academic
_____ Clinical
X Other. Please describe: B Shared Academic, clinical & research

8. Please indicate your academic discipline

_____ Medicine
_____ Nursing
_____ Public health
X Other. Please describe: Clinical Psychology

FOR PROJECT REPRESENTATIVE'S USE

Site: _____

Requester: _____

Case #: 504

Appendix C

Completed Pre-Search Form

USER NAME: _____

BILL TO: Name _____ Basic Charge _____ Date Billed

Campus Address _____ Offlines _____

TOTAL _____

User Status: Faculty ___ Intern/Resident ___

Staff ___ Student ✓ Other _____

P.A.
I.M.

SEARCH REQUEST: Give detailed, specific description. Define terms with special meanings, including abbreviations.

Physiological & Psychological Factors (Difficulties) for parents, mother & father of a first child given birth after age 30.

3

desire for child after 30 (infertility)

primipA
childbirth - first
infertility

- pregnancy

Down's

- thru breast feeding -

⇒ primipera

SEARCH RESTRICTIONS:

Language: English only ✓ All languages ___ Others (specify) _____

Subjects: Humans only ___ Animals (specify animal(s)) _____

Male only ___ Female only ___ No restrictions ✓

Years to be searched: 1970 or _____

Abstracts if available: YES ✓ NO _____

PLEASE LIST ANY KNOWN RELEVANT CITATIONS:

PREGNANCY - COMPLICATIONS

MIDDLE-AGE 45.

ADULT 19-44
30
thirty

Appendix D

Completed Requester
Satisfaction Form

The purpose of these questions is to obtain your opinions about your interview with the search analyst. Please indicate the degree to which you agree or disagree that each statement describes YOUR interview. Use the fourth or middle position to represent "neutral;" then moving out from the center, "slight" agreement, then "moderate" agreement, and finally, "strong" agreement.

Summary Measure (after .7) = 49(45)

1. I enjoyed working with the search analyst.

Strongly Agree							Strongly Disagree
		X (6)					

2. The interview was very helpful to me.

Strongly Agree							Strongly Disagree
			X (4)				

3. I was very dissatisfied with the interview.

Strongly Agree							Strongly Disagree
					X (6)		

4. The search analyst understood my request when the interview was finished.

Strongly Agree							Strongly Disagree
X (7)							

5. Generally, it was not a successful interview.

Strongly Agree							Strongly Disagree
						X (7)	

6. I expect the online search to be highly successful.

Strongly Agree							Strongly Disagree
	X (6)						

7. I felt ill-at-ease during the interview.

Strongly Agree							Strongly Disagree
		X (3)					

8. The search analyst understood my purpose for requesting a computer search.

Strongly Agree							Strongly Disagree
X (7)							

9. The interview fell short of my expectations.

Strongly Agree							Strongly Disagree
	X (2)						

FOR PROJECT REPRESENTATIVE'S USE

Site: _____

Requester: _____

Case #: 504

Appendix E

Completed Librarian Satisfaction Form

The purpose of these questions is to obtain your opinions about your interview with the person requesting the search. Please indicate the degree to which you agree or disagree that each statement describes the interview. Use the fourth or middle position to represent "neutral;" then moving out from the center, "slight" agreement, then "moderate" agreement, and finally, "strong" agreement.

Summary Measure (expl. 7) = 40

1. I enjoyed working with the requester.

Strongly Agree ___:___:X:___:___:___:___ Strongly Disagree (6)

2. The interview was very helpful to me.

Strongly Agree ___:___:X:___:___:___:___ Strongly Disagree (5)

3. I was very dissatisfied with the interview.

Strongly Agree ___:___:___:___:___:___:X Strongly Disagree (7)

4. I understood the request when the interview was finished.

Strongly Agree X:___:___:___:___:___:___ Strongly Disagree (7)

5. Generally, it was not a successful interview.

Strongly Agree ___:___:___:X:___:___:___ Strongly Disagree (4)

6. I expect the online search to be highly successful.

Strongly Agree ___:X:___:___:___:___:___ Strongly Disagree (6)

7. I felt ill-at-ease during the interview.

Strongly Agree X:___:___:___:___:___:___ Strongly Disagree (1)

8. I understood the requester's purpose for a computer search.

Strongly Agree ___:___:___:___:___:___:X Strongly Disagree (1)

9. The interview fell short of my expectations.

Strongly Agree ___:___:___:X:___:___:___ Strongly Disagree (4)

FOR PROJECT REPRESENTATIVE'S USE

Site: 4

Librarian: _____

Case #: 504

2 hrs review - 20 min.

Appendix F

Transcript of Interview, with Contribution Numbers Used in Verbal Analysis

L: /1 Okay, first, I"m gonna have you fill out this form, and then, we will discuss your topic. /2 Okay. /3 SILENCE (9sec)
R: ———.

L: /4 /5 Yeah, /6 You're not gonna kill anybody, right? (laughs) /7 Right, so /8 that
R: You want my phone down here, at the school?

L: doesn't matter.
R: You don't want anything out... /9 SILENCE (90 sec.) /10 I don't know any citations, as of yet. /11 Okay /12 That' s fine. Um, I'm not sure if you

---

L: /13 this is, Um, this is fine. Okay, physiological and psychological problems
R: want more of this in writing or you want to discuss it.

L: for parents of a first child after 30. Okay, so you're interested in both mother and father, /14
R: Right.

L: /15 Okay. /16
R: Only ~~wish~~ a first child after 30, not a second or third or fourth child after ~~child~~ this is, but the ~~women~~ mother's

---

L: /17 first child, /18 -pory, mm hm,
R: over 30 and she's giving birth to her first child. Now, there is one term, uh, it's pron-pory, something

---

L: uh huh, ~~(pause)~~ right
R: like that, ← You know that term? (INTERRUPTION) ~~Pregnant~~, SILENCE This is a very ~~realistic~~ experience.

L: (INTERRUPTION) /19 Okay, now, ideally, we would run this on two data bases, on psychological
R:

L: abstracts or psychological factors, /20 and on Index Medicus /21 /22 And since cost really isn't an issue
R: Right. Right.

L: here, that's what I would suggest, okay, um, let's just see what kinds of terms, we, we can find in, this
R:

L: is the thesaurus of terms for psych abstracts, let's see if there's, /23 /24 I'm trying to think what other
R: SILENCE (29 sec)

L: ~~the~~ term s they might use for childbirth, maybe an easy one. They're not going to discriminate people over
R:

L: /25 Yeah, this might /26 be a hard search to do in psychological abstracts. /27
R: 30. Or uh, Childbirth, childbirths first, uh,

L: fertility or infertility, 'cause I know there's uh, decreased fertility with age, so that's one of the factors.
R:

L: Then, you're gonna get everything on infertility, and it's not just, y'know, unless there's a way to pull
R:

L: /28 So you're interested as well as any problems with fertility?
R: out a little bit of each of these, y'know what I mean?

L: /29 /30 Like, say, parents want to have a child /31 and they're after 30 /32 Right. There's, one of the
R: Well, I know Right

L: /33 Okay, I'll /34 (no talkover)
R: problems is both parents decrease in their fertility rates. ~~And~~ one of the problems is the women has

L:
R: trouble getting pregnant, 'cause they're, neither of them are as fertile as they were, at younger ages.

L: /35 Okay. Another thing, like you want problems with the pregnancy /36 /37 And then···
R: Yeah, ← Like, that's one of them,

L: /38 syndrome
R: like, uh, increased, uh, ~~presence~~ precidence of Down's syndrome is another. Um, I'm not sure what others are.

L: /39 Okay, what about, um, the affects, say, on the child? In terms of psychological effects? /40 /41 Having older that kind of thing
R:

L: /42 Uh huh (yes) /43 /44 You're, you're /45 mainly interested in /46 Okay. And are you interested in,
R: parents? Nah. I'm interested in the parents.

L: okay, during the pregnancy, and also /47 /48 at childbirth. How about, how far do you want to follow the
R: at childbirth

L: child? I mean, like, newborn, /49 um
R: Let's say through breast-feeding. /50 SILENCE (2...) /51 Okay /52 /53 There are a couple of things from
Silence (24m)

L: /54 Yeah. /55 SILENCE (11 sec.) /56 I'm just trying to think, it's too early in the morning to think,
R: childbirth.

L: /57 SILENCE (13 sec.) /58 When you do the search, is it possible to do something like, uh, y'know, on the computer you
R:

L: /59 Mm hm, (yes), that's right,
R: can say, if , if it fits category A , and it fits category B, and it fits category C,

---

L: That's right. /60 SILENCE (6 sec.) /61 The two concepts that are going to be hard to get at are, first of all, over 30, okay
R:

L: that's a problem in psychological abstracts, doing anything related to age /62 Mm /63 And the other problem may be
R:

L: the first child, okay. Um, /64 [redacted] magic word for first birth wasn't in there... /65 No, I know. Okay, and okay, there
R:

L: are two ways we can search in all these data bases, and, one way , the ideal way, is to find regular terms
R:

L: that are used in their thesaurus. /66 [redacted] (yes) Mm hm The other way is to search on words that appear in the title or
R:

L: the abstract. That's probably what we'll have to do, for these, um, first child , um, first pregnancy,
R:

L: pronipara, uh, what's somebody who's never had a pregnancy? They're nolipara, /67 They're,
R: I don't know, there's

L: /68 Okay. /69 SILENCE (8 sec) /70 Let's switch to
R: a word there, also, but I don't know what it is.

L: Index Medicus. /71 SILENCE (32 sec) /72 The best way to do it, um, /73 SILENCE (1 sec) /74 in Index Medicus would be this .Check tag
R:

L: Adults, which will get /75 /76 /77 I know we can check . Let me just check on this. /78/79 No, it's gonna be hard in
R: Silence (6 sec) Silence (7sec)

L: Index Medicus, too. Okay,, there's adults, which is anybody, I think, over twenty - one. Then there's middle-age
R:

L: which is anybody over 45, so it's gonna be a problem in Index Medicus, too. Okay, /80 Um. You didn't think I was gonna
R:

L: /81 (Laughs) No, I didn't. Okay,um, I think I know what you want, okay which
R: come over here for any easy ones?

L: is the important thing. It's now just a matter of me sitting down with the terms, um, figuring out the best way
R:

L: to get at this, /82 Okay. /83 And also, um, going on-line in text wording, and seeing if there is any particular
R:

33

L: way they index adults over 30, and all that kind of thing, Okay, Okay, so I put no restrictions here, it's okay
R:

L: Okay, right
R: with me, if it's just humans, I don't really care about animals, I mean, I thought animals initially

---

L:
R: because, you know , they might have done research on the pro, the physical problems, but I'm sure there's

---

L: Yeah, Yeah,
R: gonna be enough about physical problems with humans, And I don't need all that much in that area, I'm more

---

L:
R: concerned with , you know, if I can get an overview of the physiological problems, I'd like more in- depth

---

L: Okay, that's great, Yeah, I'm sure that there is definitely some
R: of whatever you can find of the psychological stuff.

L: information on it, on this subject, and once I find out how it indexes, it's indexed, I'm hoping that it will come out and
R:

L: it will be a fairly clean search, and we won't get too many irrelevant citations. Okay? Okay.
R: Do you have any

L: Um, Yeah, I can probably run the search today, um , give you the
R: idea how long it takes? What it will take?

L: first 20 citations, later on today. [97] [98] [99] Okay, then if they're a lot, what we usually do is have the rest
R: Great. Fantastic .

L: mailed from the computer center, which takes about a week to arrive. Okay? [100] [101] If you're in a real hurry,
R: Okay.

L: we could print them out all on-line for you,, you could have them all by tomorrow., but, if it's a long search,
R:

L: that's not very practical for us. [102]
R: That's fine, I don't know if this will be that long, either, especially on

L: [103] Yeah, okay, well, I'll give you a call later on today and I'll give you the first 20 or
R: psychological stuff.

L:
R: so . [104] [105] Okay, and I 'll do that for both data bases, so you'll get a total of 40 today, then you can see.
Great.

L: [106] [107] (Laughs) Okay.
R: Great service.

L:
R:

L:
R:

7

Appendix G

Transcript of Stimulated Recall Session with REQUESTER, Including Mark-Up for Descriptive Analysis

Stimulated Recall Session with Requester for Interview #504

I: We'll play back the videotape. I will stop at various points and ask you questions and I'd like to have you answer them as best you can. Could you move up just a little bit? I know this is probably irritating. It should be starting any time now. (Would you have come in for that search if you had had to pay for it _____ _____ research?

R: No.

2 0.1 I: Really?

R: I would've done it myself. I probably would've tried to ask around for a couple of OB/GY profiles of Physical Abstracts. And I would've done the Psych Abstracts myself. And the only reason I wouldn't have come in and had the library do it was financial reasons.

I: How much would you have had to pay for that kind of search on Psych Abstracts?

R: I don't know. From what I've heard the Medical.... I don't know. The Psych Abstracts are more than the Medical and the Medical costs about $15.

I: For one search?

R: Now I don't know if that's true or not, but that's just what I heard.

I: Oh, my word.

R: _____ I don't know whether it's true or not, but that's what I heard.

I: Have you ever worked with _____ before?

R: No, I've never met her, never seen her.

1° I: Really? OK. Do you think that this librarian appeared willing to help?

R: Yes.

1 0.1 I: Did she do anything or say anything that would indicate to you her willingness?

(one)

R: I can't think of anything in particular, except that she was friendly. I guess I assumed she would help.

I: OK. As we go, if you see instances happening that answer questions that I have already asked, just jump in and say, "There, I see." OK?

I: How did you feel while all of this activity was going on? While you were there.

R: Frustrated. On the other hand, I sort of expected it. Like I made that joke while I was sitting there about you can't ever come in there and get the librarian's attention for more than 3 minutes straight at a time anyway. There's always a million people there asking questions.

I: Does that bother you?

R: Yeah, I mean, of course I'd like it better if I could come in and get _____

I: Would you want more librarians, then, to handle the volume or do you...? How do you see any remedies for that?

R: Realistically, I'm sure there's limitations on how many librarians the library can hire. _____ You have to put up with that stuff. I also have the feeling sitting here....maybe in part because we're taping it, that I was the priority. And that she was going to take care of these other things as quickly as she could and get back to me, which may have been....I don't know if that would've been different had we not been studying this.

I: When we began, I felt the same as you, that you as the requester had priority, and not the telephones, or the person who's typing. And so I was....I can honestly say that I'm surprised at that kind of thing happening.

R: At what kind of thing happening?

I: That there was all of that going on, and that there was no support for her.

R: And when you answered the phone the first time, you made it real clear that you weren't going to give her the phone, that you were just going to take a message. But I don't know what the second call was about. For some reason, you gave it to her.

I: Oh, I think it's because there had already been so much, and she was already up, so I figured.... You know, I think at some point you just sort of throw up your hands.

R: There were things that she interrupted, but I don't know what the phone calls were, but when that woman came in for the search that had been done, I kind of assumed that would take 30 seconds and that it was easier for her to get up and give it to the woman than to ask the woman to come back and get it another time. It would've been interesting if she had answered the phone. The sense I got out of that one....how quickly she got off the phone. You can tell whether somebody is letting the phone call go on or they're saying,This is going to take a little while, can I call you back?

I: There was humor there, but underneath there must have been....

R: Sure.

R: Because you know, we've all been in situations where it could go on for an hour. I was pretty certain it wouldn't because we were videotaping, but otherwise you never know.

I: If this had been in any other setting, like a department store or something like that, how would you have reacted?

R: I would've been more irritated than I was here.

I: OK, so why were you not as irritated in this setting as you would've been in that department store?

R: I think there may a number of reasons. For one, my general experience in department stores isn't that sales people are really concerned about me, or helping me, that they'd just as soon get distracted and get on to somebody else, as continue with me. And I was fairly certain here that I was the primary concern and that she would get back to me as soon as she could. And I don't think I would've felt that way even regardless of the taping. I would've had more faith that she was going to finish with me than I would ever have in a department store.

I: Why? What is there...? Can you identify whatever it is that would make you feel more confident that she would get back to you as soon as she could?

R: One reason, I think, still is my positive experiences with people being helpful here before. Whether or not something about her in addition to that, I'm not sure. I guess, I'm not sure how, but I sensed that she was as exasperated with the interruptions as I was and she wanted to get back to me too.

Stimulated Recall Session with Requester for Interview #504

6

I: OK, now the librarian mentioned two data bases. Do you know what they are?

R: Well, I know Psych Abstracts. And I've heard of Index Medicis, but I've never used it myself.

6.2

I: Would you have preferred to know more at this point?

R: No. She knew.... I also came expecting that the search was going to be done in both of them.

I: _____

R: Well, I'd never seen that book before.

I: How do you feel about the use of that book? About the way that book was being used?

R: The way she's using it now?

I: Yes.

R: I was aware that she was using it by herself and that it was like.... It wasn't easy for me to look with her.

I: Is there any other way that it could've been handled easier?

R: Yeah, I don't know if she could've put it down on the table so we both could look at it. But on the other hand, I assumed that she was much more familiar with using that thesaurus than I was. Now that later quickly proved not to be the case, because she couldn't find any of the terms that she was looking for. So it seemed like I could've fumbled around with it as good as she could. The only thing that I might have done differently, is put it down so we both could have looked at it.

I: Some users feel that it is the librarian's responsibility to select the terms. To use that book all by themselves. Other people feel that it should be a joint effort, that they should become a part of that search effort . How do you feel?

R: I got the feeling that she knew what she was doing, then it would be fine with me for her to do it. But I'd like to be included somehow, like to be shown what she was coming up with. As soon as, or if I got the feeling that she was not really finding what she was after, then I would want to become more involved.

I: At the point where you mentioned that she was not coming up with the terms, at that point would you....why did you not say, "Can I look at this book, maybe I can find something in there?"?

R: I guess I still assumed that she was more familiar with using that book than I was. That was her job, she's had some training in using it. I could've floundered. I have a lot of faith in my own ability to flounder through things. But she's trained and it's her job, so I figured she could do it better.

I: Do you look at the librarian as a professional individual?

R: Yes. The reference librarian... The other librarians, I generally don't. But the reference librarians I do.

I: How do you feel about the way you presented the question to the librarian?

R: You mean the initial statement that I made on the form? Well, I knew it was vague. But I wanted it to be vague because I wanted to see what she did with it, what she came up with. I didn't want to give her too many ideas at first. I didn't want to limit her to my ideas. Again, I've used Psych Abstracts enough to know that the trick is coming up with the right word to look things under. And I was hoping that, her being more familiar with the abstracts than I am, that she would know better how to think in those terms. So I didn't want to limit her. You know, after she had trouble, then I started giving her terms, because I knew she wasn't going to....she didn't know what to look up....and I had some ideas, so I gave her my ideas.

I: Do you think that she understood your questions?

R: By the end. At this point, I'm not sure, at the beginning. She understood basically what I wanted....women who were giving birth to their first child over 30.

I: Women over 30 giving birth to their first child.

R: What did I say? Giving birth to children over 30?

I: Yes. (Laughter) So you think that she understood basically what it was that you were looking for?

R: Yeah, and when I said the terms that I was suggesting, I got the feeling that she knew that stuff. I wasn't telling her anything she didn't know. On the other hand, I didn't

(cont

1.1

really know if she had a plan that....how she was going to go about doing it....or looking stuff up. As it turned out, I think she preferred just to....once she understood what I was after, to play with the computer, and find it out that way, which seems very understandable to me.

I: It appears to you that the fine-tuning needs to be done, rather than the.... You see, in any data base, the problem is vocabulary. What are the words that you need to get the information that you need? And this is what is going on right now. That establishment _____

_____

7(?)

R: I had hoped too that....there's that one big word, "Primipara".

I: Primavera?

R: No, I think it's "Primipara". I don't know how to spell it, but it ~~means something~~ like women giving birth to their first child, and I was really hoping that we would find that word. That would really help. But neither of the indexes had that word in it.

_____

13

I: How did that situation make you feel there? Did you have any more confidence in her as she began asking you these questions? Or was it_____

R: No, I felt that she was understanding more what I was after.

I: Did you have confidence in her ability to do the search?

13.1

R: I'm not sure. Part of me thinks that she'll do fine when gets to working on the computer and playing around with the words herself. She wasn't confidence-inspiring during the interview. I got the feeling that she didn't quite know how to go about doing the.... And that may be she doesn't know ~~what she's doing~~. On the other hand, it may be like whenever I sit down to do Psych Abstracts, you know, it takes me half an hour or at least until I come up with a set of words that I'm going to look things up under and I know are going to give me the articles that I want. So that may be what the floundering was about. So it's hard to tell.

4

I: Do you think at this point that she knew how much....the depth that you want to go to....how much information you need?

4.1

R: At this point, she doesn't, I don't think. I later stated that if I got an overview of the physiological stuff, and

a detail on the psychological stuff.... That's what I told her. Then she knew. At this point, I don't think she knew.

I: Do you think that's important for a librarian to know?

R: Oh, yeah. I don't need 100 references out of the physiological literature. If I get 10, I'm sure that'll be fine. Especially if they're overview stuff. I don't know if there's a way to just pull those out or not. (4.2)

I: Review articles, that kind of thing, you want?

R: Yes. If I get 10 or 5 of those.... But I'd like to have any of the psychological articles so I'd like much more depth to that. But on the other hand, I expect much less of those to exist. I may get 5 of each and that'll be all the psychological stuff and a taste of the physical stuff.

I: Do you think the librarian knows why you need this information? (3)

R: No, she doesn't have any idea why I need the information.

I: Do you think that's important for the librarian to know? (3.2)

R: I guess it seems that the two issues of why I want it and how much I want are related. If she knew what I wanted it for, she might know better what kind of depth I need. So in that way it might help.

R: Now that I thought was a good question because I hadn't thought of that. That was something that I didn't think out beforehand. How far after birth I was interested in. So that really helped me clarify what I was after. (1.1)

I: Did you have an impulse to pull that book over and just look at it? Kind of thing....

R: No, I wanted to be part of it, but I didn't want to take it away from her. I just pointed something out to her that I had seen that I wasn't sure whether she saw or not. That was something that she could've done, she could've used her finger to go up and down the page, or talked aloud about what she was looking for, or about what she had seen, and that would help me know what she was doing. (1.1)

I: It's very interesting that some users will just take that book and look at it, and others are very content to just sit there and watch as the librarian looks. It's interesting.

(over)

7.1 R: I'd be somewhere in the middle there.

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11 I: Do you think there was anything in the librarian's demeanor that had an effect upon the interview?

11.1 R: Watching now, I think she was nervous. She wasn't very communicative about what was going on, about what her thinking was while she was working. On the other hand, I got the feeling that when she needed to know something she asked. She clarified things she needed to clarify. But that's all.

I: What about eye contact?

R: I don't remember that there was very much. In watching now, I don't think there was very much either. We were both watching our books.

I: Any mannerisms that might have had an effect on the interview? Either positive or negative? We're interested in positive things as well.

R: I'm not aware of any. I don't remember watching.

I: How about your demeanor? Do you think that your demeanor had any effect upon the interview?

12 R: I don't know. We were both pretty quiet. I don't know, if I had talked more, I don't know what kind of effect that could've had.

12.1 I: Are you normally a quiet individual?

R: Yes.

I: So that was your typical normal pattern.

R: Yeah, but I think I was more quiet there than usual.

8 I: The librarian used terms, "free text", "text word". Did you pick those up at all? She was describing how she could search. Did you pick those up?

8.1 R: When she explained that to me, I've used computers, and I've used SPSS, so I

---

21 R: I kind of empathized with her position too. Here she is the first time she's videotaped and she hasn't been able to find a damn thing that she's looking for in that book.

(over)

21 And you know if it was me, I'd go, "Oh, yeah, there's a word, this is easy." She hasn't been able to find anything that she's looked for yet. (laughter)

I: Do you feel that eventually she will find those things?

R: I hope so. I have a paper that's due in a couple weeks, and I really need these references. I'm convinced that she'll come up with something. How in depth that something is, I don't know. I guess that's where I make a faulty assumption. Maybe I have already had more experience with Psych Abstracts than she has and maybe I know better how to look up words, so that I might do better at getting the in-depth articles because I know the subject area better. So that might have been one.... I'm sure she'll come up with plenty in the medical area.

20

I: _____

R: How in-depth she'll get STUFF in the psychological area, I don't know. The thing about this too, is that I'll never know. Unless some other time I do it with someone else, and they do better, or I do it myself, and I come up with more. I also don't know how accurate the computer searches are. They certainly save a lot of time and effort, but if I spend 3 or 4 hours manually going through Psych Abstracts, in general, I'll do better than a computer system. I don't know.

I: I know that you must have to be on your way soon, or do you have plenty of time?

R: I have 10 more minutes.

9 I: OK, then we will not watch to the very end of this. I have a few more questions, though, that I would like to ask you. One of them is, do you know everything that will happen now? After you have had your interview and you leave the librarian, do you know what's going to happen?

9.1 R: She's going to call me this afternoon to tell me when the first batch of stuff is ready. And I guess that I come over here and get it.

I: Do you know _____

R: Yeah, _____ on the fourth. I certainly don't from this interview.

I: Is that important to you?

R: If I didn't know what I was going to get, it would be. But I don't know if I would've asked anyway. Maybe I would've asked when I came to get them. But having known, it's less important.

14

I: You have seen practically the whole videotape. Is there an overriding impression that you have from that interview?

R: I have a real wait-and-see attitude about it. Like I wasn't real convinced one way or the other that it was going to work. Or whether it was good or worthwhile. I think I'm going to have to wait and see what happens. And I'm not sure how they work. The possibility crosses my mind that if I really very importantly needed every article out of Psych Abstracts for my needs, then I'm apt to do it again. But on the other hand, I know what I have to use this stuff for and I'm sure I'll get enough for that. But if I was really doing a major paper or a bigger project than I am, I would feel less confident that I was going to get what I needed.

I: My final question to you is: If you had to give advice to library students or to beginning librarians on how to conduct that pre-search interview, what would you tell them?

15

R: One thing I would tell them is to talk more with me about what I'm interested in in general, and even before she gets to looking in the book. To ask me what I'm doing, and why I'm doing it, and what the subject is, and what I already know, if there's anything in particular I'm interested in on the subject. Getting all that information first would really help the process.

I: Is there anything else that you would tell them?

R: My preference, at any rate, is to be included in the process. Someone might tell them to be more communicative, and make it sort of a joint project as opposed to their job. At least based on this, I'm not sure ....

I: That's it then, thank you very much.

Appendix H

Transcript of Stimulated Recall Session with LIBRARIAN, Including Mark-Up for Descriptive Analysis

Stimulated Recall Session with Librarian for Interview #504

I: What we are going to do is view this videotape. I'll play it back. I'll stop at various points, and I'll ask you questions. I'd like to have you answer them as best you can. We are interested in what it is that you do say, how you're feeling at that time, what you're doing at that time, that kind of thing.

L: OK.

I: You'll see what's going on as soon as we get going. Many things that we talk about will be very obvious to you and me. You know, I'm a searcher, I know what it is that you're doing. But we really need to have you verbalize what it is that's going on.

I: Do your interviews normally take as long as they have in these tapes?

L: It depends really on the topic. Not normally.

I: What?

L: I was just laughing at how long it's taking just to fill out the form. It really seems_____

I: Does that normally happen though? That's the way it normally is, isn't it? They come to you and fill out a form.

L: That's right.

I: Does this normally happen during your interview? That you're interrupted all the time?

L: Yes.

I: How do the patrons who've taken the time to come in and sit down with you feel about this?

L: I think it depends. I think they recognize that it just the situation. We try to let them know that we'll get back to them as soon as possible, and we apologize, and.... It's not an ideal situation.

Stimulated Recall Session with Librarian for Interview #504

I: We you're going to a department store, and a clerk is waiting on you, and then gets up and walks over to someone else, how do you feel?

L: It really depends on my perception of how concerned they are about getting back to me, I think. And it irritates me if they will answer the phone and spend a long time on the phone. If they answer the phone and take down a number and say they'll get back to that person, then....

I: So you think that your patrons are accustomed to you, to the activity that's going on?

L: Yes, I think they are. I think....

I: How did you indicate to him that you would get back to him?

L: In this case I don't think I did yet. I don't know if later on I apologized or not.

I: OK, well if it comes up, tell me.

I: Do you think he was telling you anything there?

L: Probably, yeah.

I: Do you know if he said it jokingly?

L: Yeah.

I: Did you pick it up at the time?

L: Probably not. I mean I wasn't too pleased about being in _____ either.

I: He was....that was on Wednesday. So he was one of the early ones.

L: Yeah, that's right.

I: Jean, do you feel that you understood his request for information?

L: At that point?

I: Yes.

L: Yeah, I think so. It's proving a really hard search to get at. And maybe I don't understand it as well as I think I do. Maybe there's another way to rephrase it so to make it easier.

Stimulated Recall Session with Librarian for Interview #504

I: How do you feel that he presented to you his problem or question?

L: How do you mean?

I: He wrote it down on paper. The first time you read it, what did you think about it as far as what he had written, what the requester had written?

L: OK, he has two parameters that are really limiting, that are really hard to get at. ^surrogate That's what I thought at first. And it's a concept of a primipara, which doesn't have a word, an index term, and the concept of _____ which is really hard.

I: Do you think that it was well-written? Was it well-stated?

L: I guess.... You see, I'm over 30, and I'm thinking about having a child, OK? So....to me, yes, I understood what he wants. There's a lot of information in the late press, like in Cosmopolitan magazine, or people write, "I decided to have my child, I was over 30", you know. And these were the things I thought about. So I thought I understood, at least, what he wants.

I: I have a couple questions to ask you. Now you are using the _____ Thesaurus, right?

L: Yes.

I: Do you.... How do you think the patrons feel about your using the book?

L: I think they get really bored usually.

I: Do you ever go over the terms with them, using that book?

L: Yes, sometimes. But....

I: Are they still bored when they have to use that book with you?

I: They're usually.... I mean, you have to find the terms before you can go over the terms with the person. They're usually bored while you're finding the terms. If you give them a list to look at and have them pick out the ones, then they're not so bored.

I: Do you think that there was anything in your demeanor that might have had an effect upon the interview? And by that I mean eye contact, mannerisms, voice, appearance, any non-verbal behavior.

L: I'm sure there was. I kind of felt, at this point, that I was sort of bogged down, you know. I was looking for these terms, but I really knew that they probably weren't there. I was sort of trying to gain time while I thought of some way to _____ the search.

I: How about eye contact? Did you maintain ANY KIND OF eye contact with this patron?

L: No, probably not. I looked at him once or twice.

I: Do you think it's better?

L: Possibly. But I don't know, really. I guess that.... What could've happened that might have been good is that he would've felt more involved and might've been able to restate the problem in a way that might've helped me more maybe.

I: Were you nervous?

L: Yes.

I: Were you?

L: Yes.

I: Does it show here?

L: Doesn't it? (Laughter)

I: To me it doesn't.

L: Really?

I: Yes. Do you think that had anything to do with the way you were conducting the interview or anything like that?

L: Yes. I probably would've finished the interview a little bit more quickly, I suppose. Possibly gotten him to maybe broaden his request a little bit, been a little more aggressive.

I: This was the first one that you did, wasn't it?

L: Yes.

I: Do you think that.... The only thing that I'm getting at right now is how much of an effect our videotaping had upon the way you normally conduct an interview. That's why I'm asking you about nervousness, and things like that. To me you do not appear nervous at all. But then, I don't know you, so I don't know how you'd normally do it, or what your personality is.

I: Well I think it did have an effect, especially since this was the first one and I was very self-conscious. I felt like I wasn't thinking clearly, (Laughter) as I might have been.

I: But it didn't paralyze you.

L: No, but I think it slows things down.

I: Do you think that his demeanor had any effect upon the interview?

L: Not really. I thought he was being fairly nice. That was my impression. I thought he was also a little bit self-conscious.

I: Was he helpful? When he began suggesting all those terms, was he helpful to you?

L: No. (Laughter) Not really. The things like "childbirth, first" and stuff aren't very helpful. "Primipara" was a helpful word.

I: Do you feel that he knows everything now that he needs to know? How do you feel you explained the searching techniques to him?

L: I don't know. I explained them. I guess I don't know whether he understood them or not. There's no real indication that he did. I didn't explain it in depth.

I: Do you think that he knows how computers operate? Data bases that you might possibly use, or things like that?

L: Probably to some extent. I explained the two possible data bases to him earlier, Psych Abstracts and Index Medicis. I suppose I sort of assumed that a certain level of information on his part. And I assumed that because he's a Psychology person, and they do a lot of searching. The head of their program is very search-oriented. When he said, "Can you cross A with B?", I sort of assumed that that meant that he understood.

I: Do you think you knew why this requester needed the information?

L: No, I didn't. That was the one thing, that when the interview was over, I remembered that I hadn't asked.

Stimulated Recall Session with Librarian for Interview #504

I: Do you normally do this? Do you normally ask why they need the information?

L: I try to, right.

I: Do you think that's important?

L: Yes, it's real important.

I: Can you talk about that a little bit?

L: OK, in this case, again, I probably assumed that he wanted a fairly comprehensive search. That he's probably starting research for a paper of some kind, that's what I assumed. Lots of times that's what I always assume_____. But I think.... It's hard to say.

I: Don't you ask the question, "Why?"? What happens?

L: If I ask them why they want it? What happens usually?

I: You said yes, it is important. And I asked you why it's important. And you said I assumed that he wanted it for a thesis, or something like that. Are there any other reasons why it's important?

L: Well, it affects the depth of your search and how specific or how broad you do the search. _____

I: Do you know how much he wants? How much information he needs or wants?

L: Not really.

I: Is that important?

L: Yes. (Laughter)

I: I'm turning the floor over to you.

L: Again, what I assumed is that he wants a lot, that he wanted a pretty comprehensive bibliography. And again, I'm assuming that because of what other Psych people want. But it could very well have been that he just needs to make a presentation or something, and he really does not need that much.

I: Do you normally ask how much they want?

L: Is suppose I should do it more. That's something I try to remember to do, but I don't always do it. I usually tend to assume that they want a very comprehensive search.

I: Now you set some limitations on that search, some qualifiers. Do you normally do that?

L: You mean like _____

I: Yes.

L: It's on our forms, so we usually go through it.

I: Does the patrons normally volunteer that information, or do you have to drag it from them? Not drag, solicit.

L: They usually don't fill out that part of the form, lots of times.

I: Do they usually fill it out ambiguously, so that you have to clarify it?

L: There's a lot of other parameters that we could have on this line, and that some other people do have on this line, like countries, is one thing I can think of, geographical areas to cover. I can't think of any others off-hand. We don't have ages on our forms, but some people do.

I: That's going to be a very interesting search.

L: Yeah, I'm sure not getting very much.

I: You've already run it?

L: Yes.

I: What are the problems that you're having with it? Is it getting to that age, that over-30 age?

L: Yes. That's right, and getting to the concept of the first child. And then the other thing is that in Psych Abstracts there doesn't seem to be very much. I think what I'm planning to do is talk it over ~~to~~ Roger and see if there's anything that I'm missing. But I've really found.... I've sort of tried out my strategies, and didn't find much. Then I thought about it again and I'd like to go online again. There's a heading in Psych Abstracts that's "Age Differences". OK, that's where most of the material about age factors in pregnancy seemed to be indexed under. So I can use that. So even just narrowing it down to the "Old Mothers" or "Older Parents" is really hard to do.

I: This is a difficult search. _____ (Laughter)

L: I'm disappointed that there's not more information on it.

I: It seems as though there would be, right? I mean, wouldn't

you think psychologists would have studied what the parents are going through, how they feel about it. There have even been television programs about it, you know.

L: Yeah, I know. That's right. That's why I'm sort of worried that I'm missing the boat completely. But, I don't know....

I: Well, it'll be your challenge. (Laughter)

I: OK, do you think that he knows everything that's going to happen next? He's come in for his interview, he's.... you've talked to him, and now what happens?

L: Now I'm presumably, sometime during the day, running the search for him. I'm not sure that he needs to know what exactly the mechanics of it are.

I: But he knows when he's going to get it, and what it's going to look like, and all that kind of thing?

L: Yeah.

I: OK. (Laughter)

L: You feel that if you explain everything to everybody, you'd just spend hours. There's some people where I do have to explain that what they'll get is, give the title, etc. You do have to go into the mechanics of it. I don't think it was necessary in this case.

I: The questions that I'm asking you are in part controversial questions among librarians. And what we are interested in determining is just how do you feel about these things. I'm not criticizing in any way your performance. I'm not saying you're good or you're bad. All I'm asking you, is that these are the things that we want to know, and are they important to you. Do you, at that point, when you've finished with him, not having done the search or anything, did you have confidence in your ability to do the search?

L: In a sense, yes. I did.

I: Why?

L: Because I really did feel sure that there should be material on the topic. And if there was material, I felt like I could get at it.

I: OK, you've been searching long enough, you have confidence in yourself to find the right things.

L: I guess so, yes.

I: OK, do you think that he had confidence in your ability to do the search?

L: Possibly not.

I: You don't think so?

L: Because, mainly because, we didn't find any concrete headings. I couldn't tell him how exactly I was going to do the search. What I kind of said is that I'll have to play around with it. So he might very well not have had a clear picture of what I was going to do.

I: We have viewed that whole videotape. Do you have an overriding impression of that tape? Is there anything you want to talk about?

L: Just that I thought that the interview sort of got a little bit bogged down. But at the same time.... Sometimes I think I have a problem in that I rush through the interview and don't get everything I need to. This time I think I got bogged down and maybe didn't get everything I needed to. But I was trying to slow things down so that there'd be time for me to come up with some good headings.

I: To give yourself time.

L: Yeah.

I: I think those are all the questions that I want to ask you.

Appendix I

Completed Task Analysis
Coding Form

UD User Description (Experience with computer searches or manual search experiences)

SD System Description

DB Data Base Selection
2/3

TA Tutorial Activity
3/3 a - Requested by user
3/3 b - Offered by information specialist

Legend:
① = First event
1/3 = In first part of interview
2/3 = In second part
3/3 = In last part
⑤ = Last event

CR Clarification of Request
1/3, 2/3 a - Offered by user
1/3, 2/3 b - Requested by information specialist
_____ c - Agreement on narrative statement of request (may be prepared before interview and revised)

RN Request Negotiation
_____ a - User discusses subject area terminology and literature relevant to his/her research
3/3 b - Information specialist discusses retrieval system terminology, vocabulary, indexing practices
3/3 c - Requirements to be imposed on output (date, language, etc.)
_____ d - Broader or narrower search?

VC Vocabulary Construction for Search
3/3 a - Discuss free text search vs. controlled
1/3, 2/3, 3/3 b - Terms offered or rejected by user (prompted or volunteered)
2/3 c - Terms selected or rejected by information specialist (with or without user agreement?)
2/3, 3/3 d - Vocabulary aids consulted
_____ e - BT, NT, RT, synonyms, etc., reviewed
_____ f - Accepted or rejected terms (by either user or information specialist)
_____ g - Terms to be excluded

SS Search Strategy Formulation
_____ a - Logic formation discussed (and, or, not) broader or narrower
_____ b - Concepts arranged in categories
_____ c - Strategies formed (with or without user agreement)
_____ d - Fields for searching decided
_____ e - Output formats and limits (No. of references) decided

DA Diverting Activity
1/3, 2/3 interruptions, conversation

OA Other Activities
① 1/3 a - administrative (name, address, billing arrangements)
_____ b - explanation of costs
⑤ 3/3 c - arrangements for online session
_____ d - arrangements for post-search interview

List of Brief Descriptive Names for Categories in the PIP Verbal Behaviors Coding Scheme*

1. Case #
2. Contribution #
3. Person speaking (0=silence, 1=librarian, 2=requester)

4. Silence (recorded as duration rounded to the nearest second)

5. Use of tool by the librarian (presearch form is not a tool)

6. Greeting or polite expression
7. Name of other (with or without title attached)
8. Title of other (without name attached)

9. # of occurrences of "I don't know"
10. # of words in contribution

11. Topic or subtopic change
12. Request for permission to change topic

13. Talkover that takes the turn
14. Talkover that doesn't take the turn

15. Verbal reinforcer

16. # of filler words or phrases

17. Reciprocated nervous laughter
18. Unreciprocated nervous laughter

19. Finishing the thought of the other

20. Evaluative statement about the interview

21. Description of what contributor is doing to understand the other
22. Statement that the contributor understands the other

23. Listing alternative actions for the other to choose among

24. Statement that the speaker makes the decisions
25. Statement that the other makes the decisions
26. Statement that the speaker and the other jointly make the decisions

27. Positive statement about the other or the other's activities
28. Negative statement about the other or the other's activities
29. Positive statement about self or how self does something
30. Negative statement about self or how self does something

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*Numbers 1,2,3,5,69,70 are not categories of verbal behaviors, but were recorded as part of the coding process.

31. Request for clarification of a contribution

32. Open question
33. Closed question

34. Greeting or suggestion in the form of a question

35. Factual information
36. Request for...
37. Acceptance of...
38. Nonacceptance of...
39. Agreement with...
40. Disagreement with...
41. Request for agreement with...

42. Personal information
43. Request for...
44. Acceptance of...
45. Nonacceptance of...
46. Agreement with...
47. Disagreement with...
48. Request for agreement with...

49. Opinion or reason
50. Request for...
51. Acceptance of...
52. Nonacceptance of...
53. Agreement with...
54. Disagreement with...
55. Request for agreement with...

56. Suggestion
57. Order
58. Request for a suggestion or order
59. Acceptance of...
60. Nonacceptance of...
61. Agreement with...
62. Disagreement with...
63. Request for agreement with or acceptance of...

64. Restatement or paraphrase
65. Request for...
66. Acceptance of...
67. Nonacceptance of...
68. Request for agreement with...

69. Videotape counter number

70. Coder number

Coder:

FK

Date:

8 21 82

Case #:

-54

1'	2	3'	4'	5	6	7	8	9	10'	11	12
Case #	Contin	Respon	SILE	Use of Pro	Gender Relat	Name of	Title of	# of Ind	# of	Topics	Request Topics
4	1	1							17	1	
	2	2							1		
	3	1	1						2		
	4	2							2		
	5	1							1		
	6	2							6		
	7	1							5		
	8	2							8		
	9	1	90						C		
	10	2							3		
	11	1							3		
	12	2							16		
	13	1							24	1	
	14	2							1		
	15	1							1		
	16	2							45		
	17	1							2		
	18	1							4		
	19	1							21		
	20	2							1		
	21	1							1		
	22	1							41	1	
	23	6	29						6		
	24	2							4		
	25	1							12		
	26	2							2		
	27	2							3		
	28								15		
	29	2							3		

13	14	15	16'	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Talkov	Talked	Reinfc	# of	Reques	Unreal	Findin	Stated	Direct	Specif	Listin	Speak	Other	Total	+ ab	- ab	+ ab	- ab	Reque	Open	Close	Case
																					1
																				1	
				1																	
																				1	
																				1	
1		1																			
1		1																			
		2																			
	1					1															
		1																			
		2																			
		2					1														
1		1																			
																			1		
																			1		

Counts: 19, 30, 9, 14, 17

66

Coder:

F

Date:

8 10

Case #:

5C4

Case #	Contr	Range	SITE	Use of Tool	Group Point	Name of	Title of	# of "Ed."	# of	Topic/	Request Topic
1	2	3	4	5	6	7	8	9	10	11	12
104	31	1							12		
	31	2							1		
	32	2							14		
	33	1							4		
	34	2							26		
	35	1							11	1	
	36	2							23		
	37	1							2		
	38	1							1		
	39	1							15		
	40	2							3		
	41	1							4		
	42	1							1		
	43	2							1		
	44	1							5		
	45	2							5		
	46	1							12		
	47	2							2		
	48	1							3		
	49	2							1		
	50	C	50						0		
				1					3		
		2	24	1					6		
	53	2		1					3		
	54	1		1					1		
	55	0	11	1					0		
	56	1		1					13	1	
		C	13	1					1		
1		2		1					30	1	

Talker Talked Doesn't	Relate	# of	Relate Lead Lagged	Finish Other	Speak Slowly Slowly	Quick Under	Speak Loud	List: Alter	Speak Fast	Other Rate	Tone of	+ Vol	- Vol	+ Vol	- Vol	Regis Dec	Clos	Time Susp	← Count
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
																1					
	1																				
			1																	1	
			2																		
	1																				
	1																				
			1																1		
																				1	
	1																				
			1																		
																			1	1	
			1																		
			2																	1	

03

Coder:

EC

Date:

Case #:

Case #	Cont.	Person	SILE: Use of Too	Correct Point Name of	Title of	# of Turns	# of	Topic/ Cl	Request Topic	Talker Talked Doesn't	Reinf	# of	Reject Lack	Unrelated Lack	Rising Other	Stated Above	Ability Vocab	Speak Lang	Listen Attn	Speak Mech	Other Mkng	Tone Vol	+ ab	- ab	+ ab	- ab	Repeat Clr	Open	Close	Close Supp	← Count
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
50	59	1		1					5																									
	60	0	6	1					0																									
	61	1		1					1	1					1																			2
	62	2							1																									
	63	1							11						2																			
	64	2		1					9																									
	65	1		1					1						2																			2
	66	2							1						6																			7
	67	2						2	5			1																						
	68	1							1																									
	69	0	8						0																									
	70	1		1					5	1																								
	71	0	32	1					5																									2
	72	1		1					2						1																			2
	73	0	10	1					0																									
	74	1		1					12																									
	75	2		1					1																									
	76	0	6	1					0																									
	77	0		1					11																									3
	78	0	7	1					0																									
	79	1		1					34						2																			
	80	2							13	1																						1		3
	81	1							2						4	1																		
	82	2							1																									
	83								24						1																			
	84	2							1																									32
	85	1							2																									
	86	2							14	1																								
▼	87	1							2																									

70

71

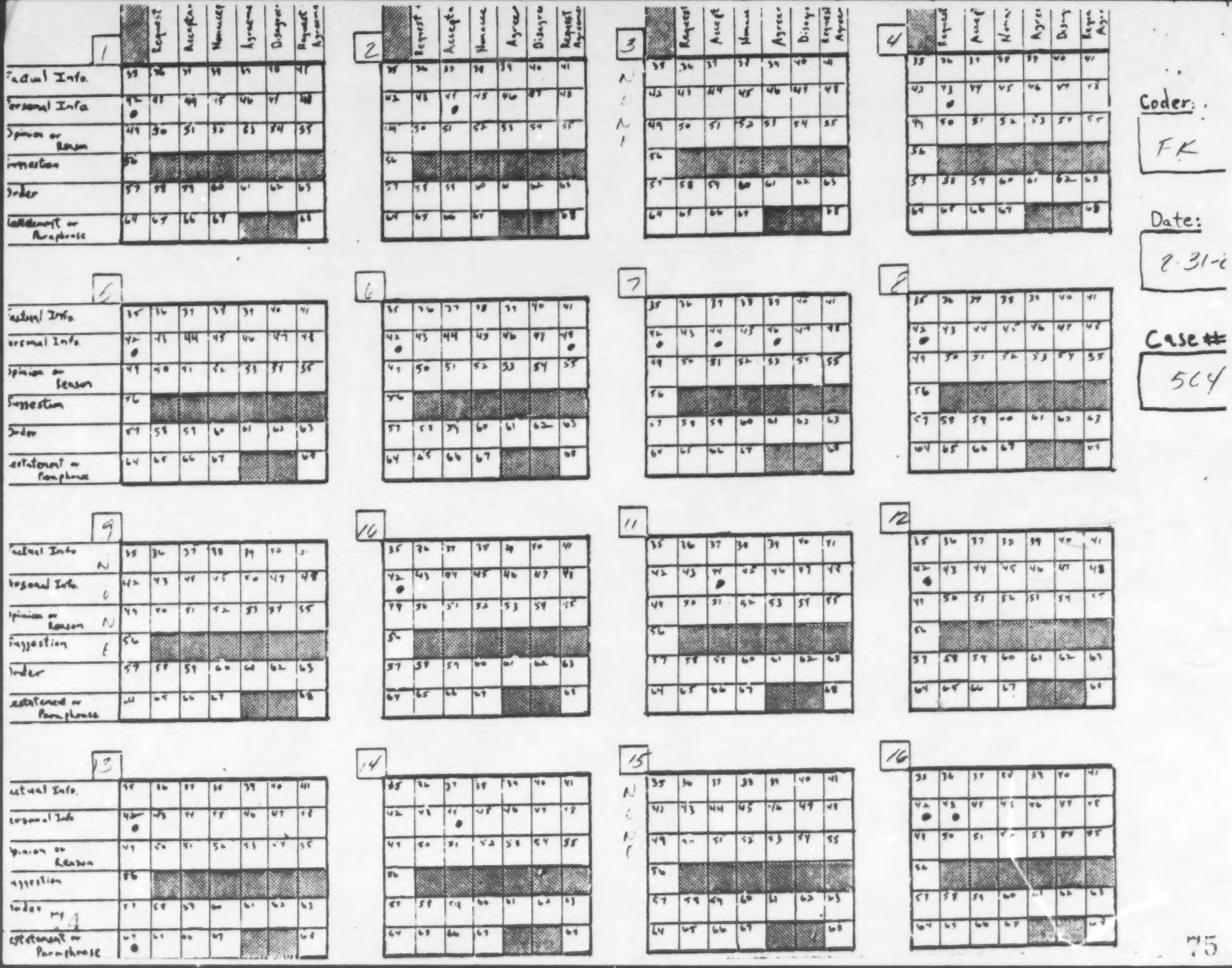
Coder:

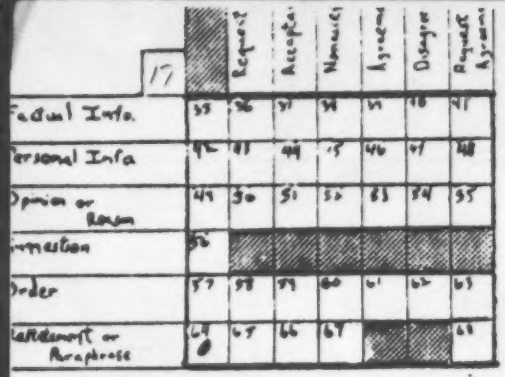
FC

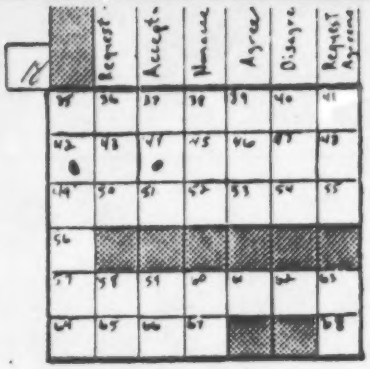
Date:

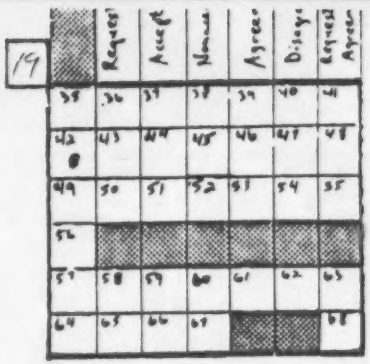
Case #:

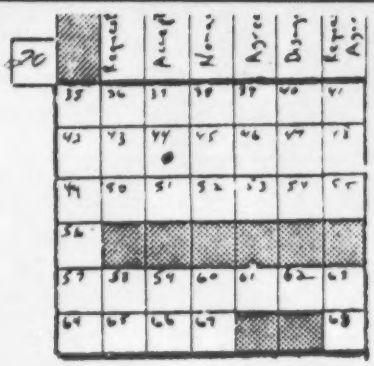
Case #	Contr.	Range	SITE	Use of Pd	Green Point	Name of	Title	# of Pd	# of	Topic/	Region Topic
1	2	3	4	5	6	7	8	9	10	11	12


1
Request
Factual Info.
Personal Info.
Opinion or Reason
Suggestion
Order
Restatement or Paraphrase
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
Coder:
FK
Date:
8-31-c
Case #
5C4









Coder:

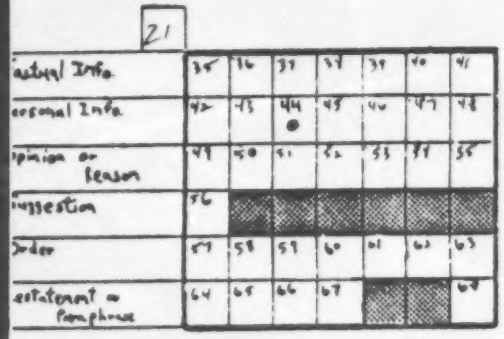
FK

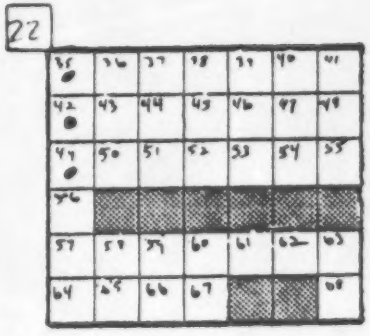
Date:

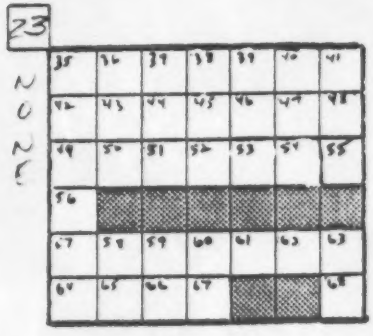
8-31-8

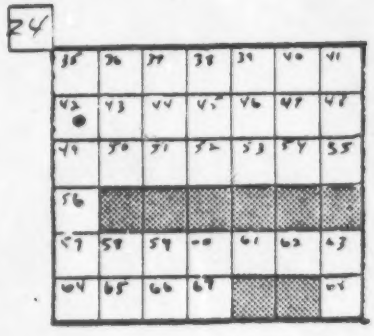
Case #

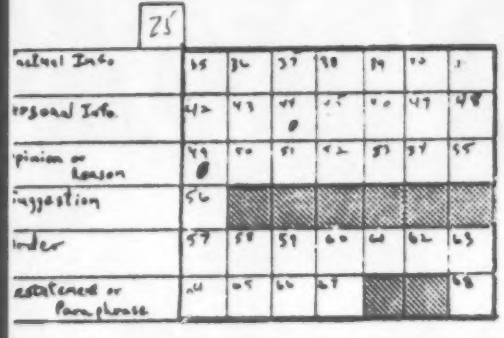
514

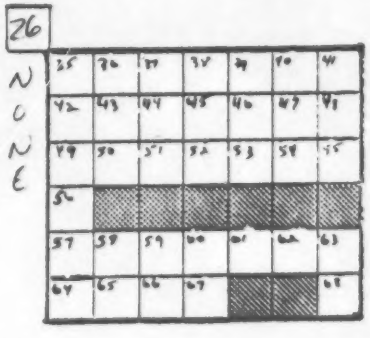


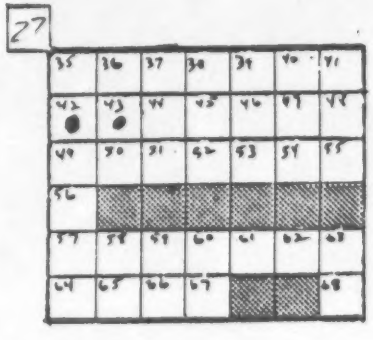


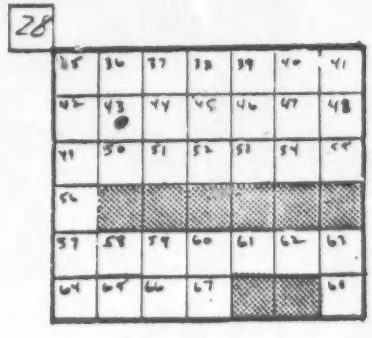


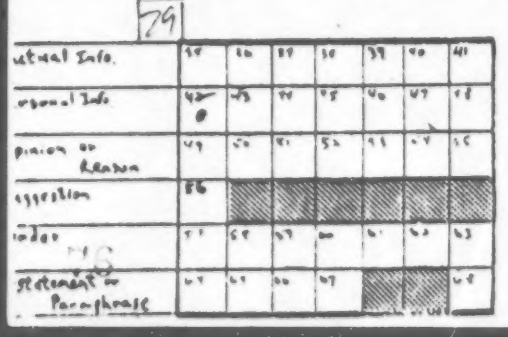


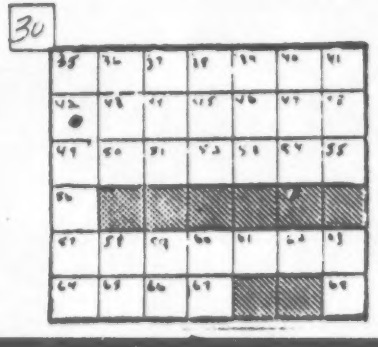


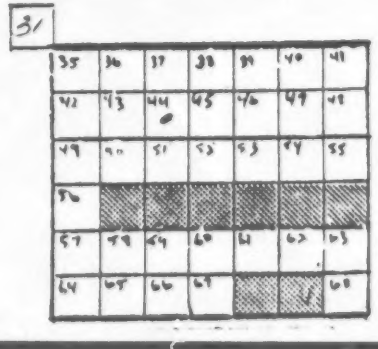


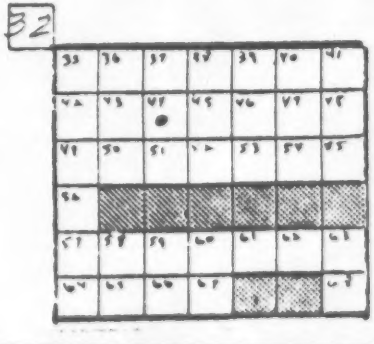


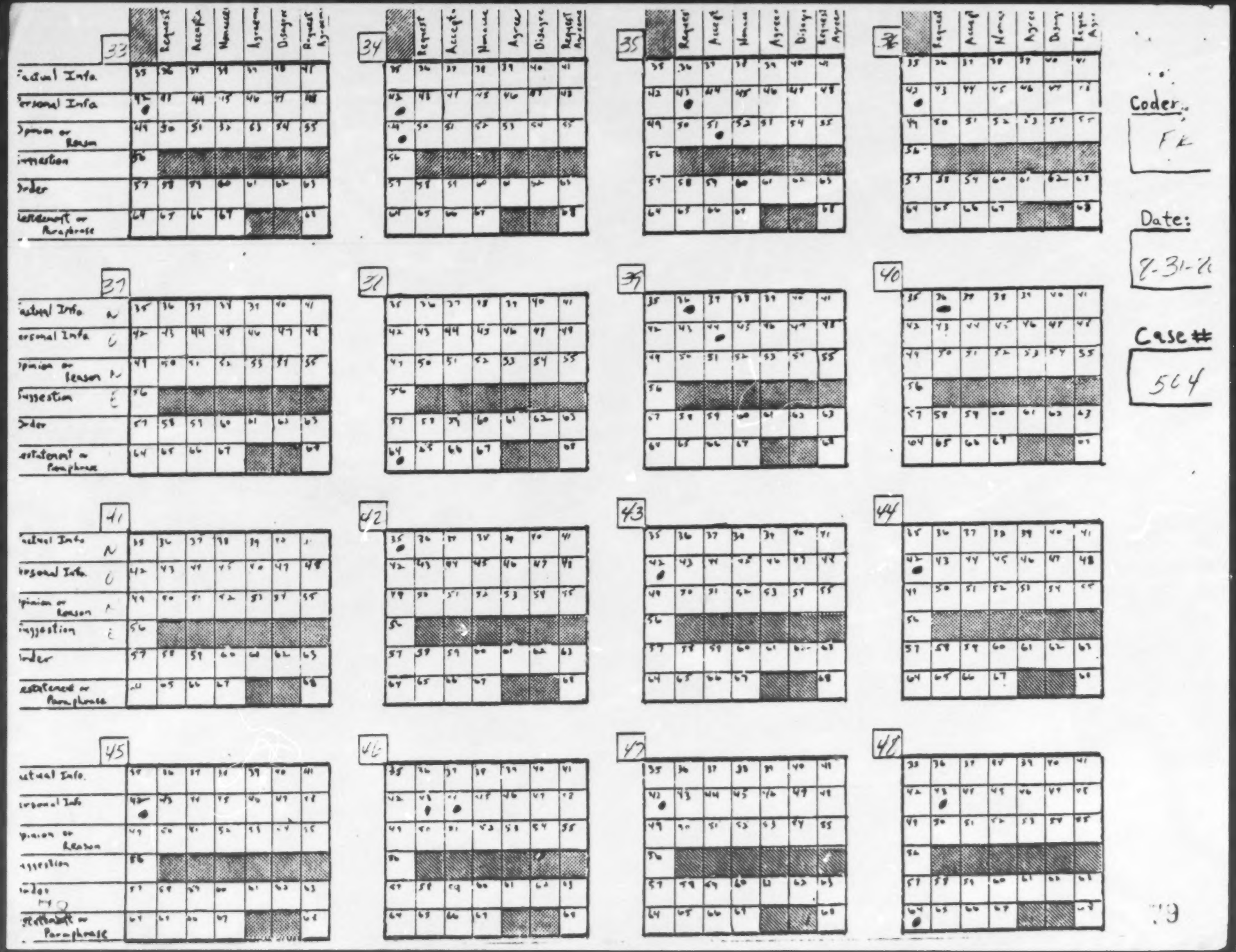











33
Request
Accept
Nonsense
Agree
Disagree
Request Agree
Factual Info.
Personal Info.
Opinion or Reason
Suggestion
Order
Restatement or Paraphrase
34
35
36
Coder:
FL
Date:
7-31-16
Case #
504
37
38
39
40
41
42
43
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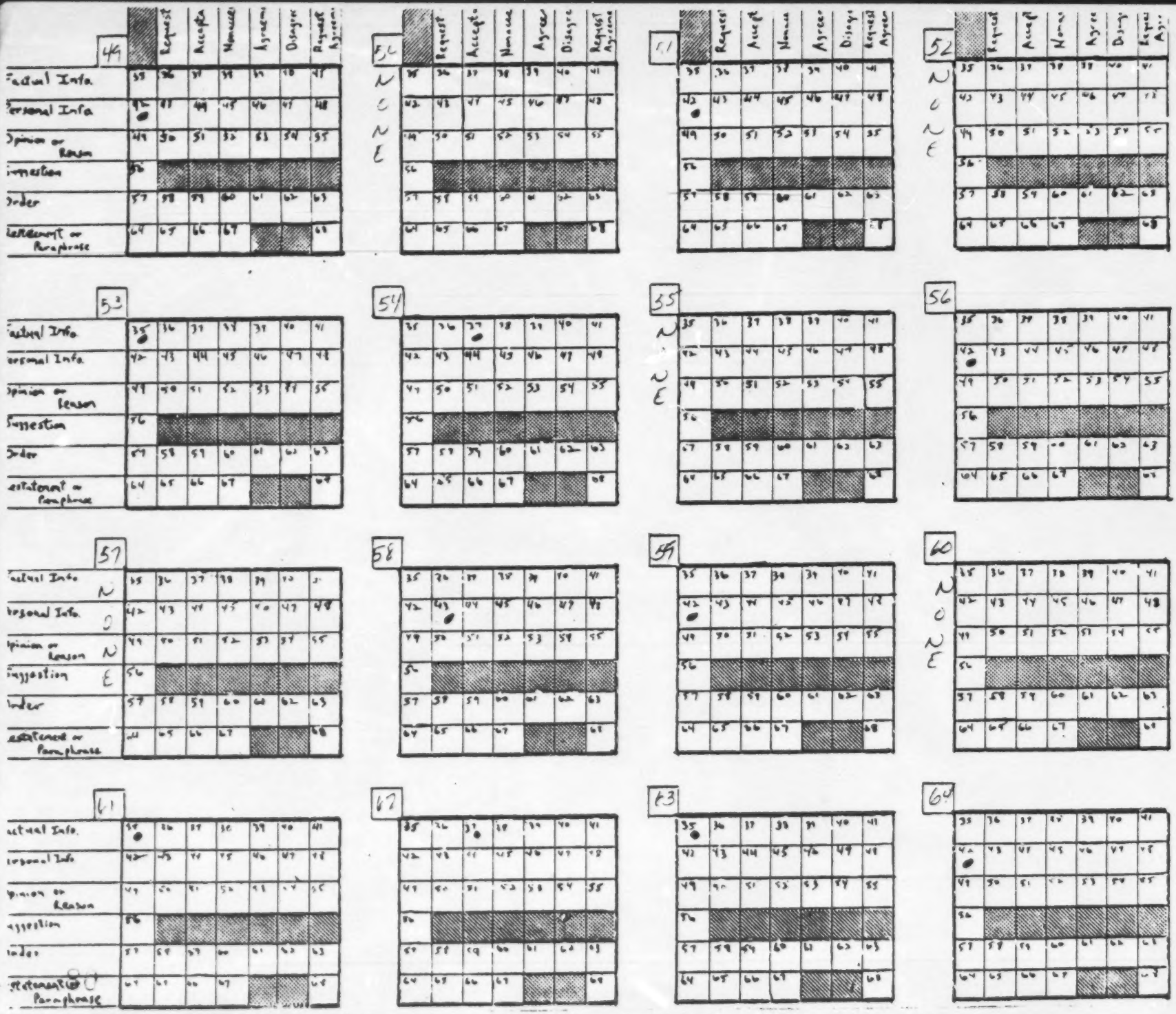
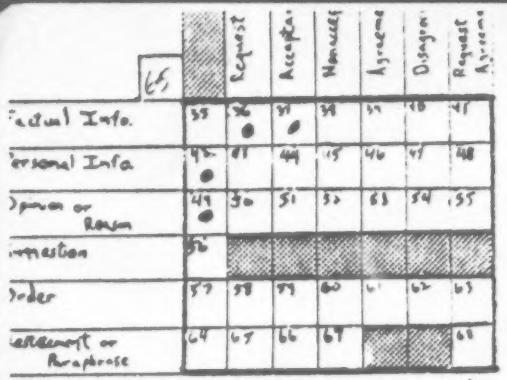
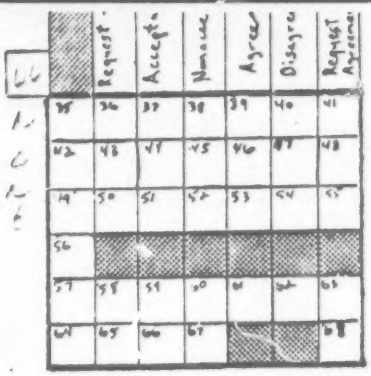
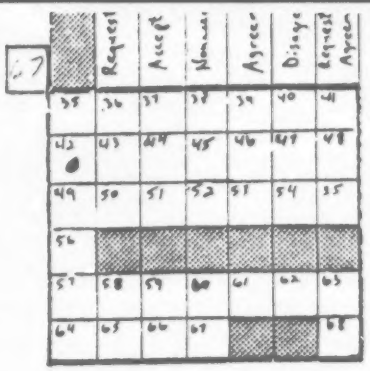
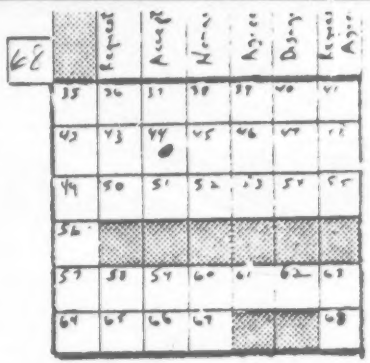
45
46
47
48
19


Coder:
FK
Date:
2-21-8
Case #
54
81









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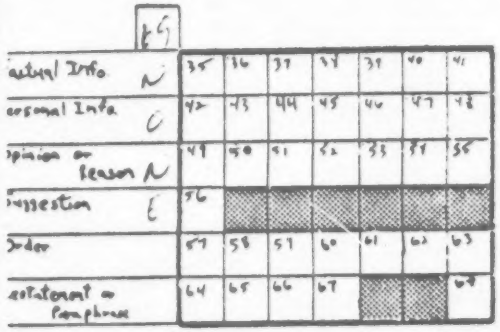
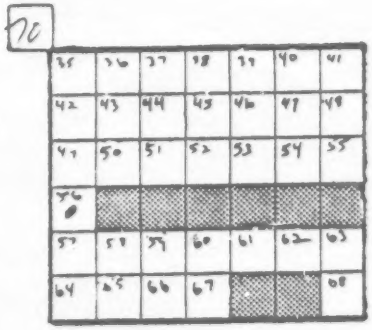
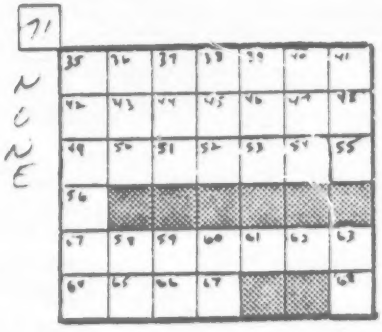
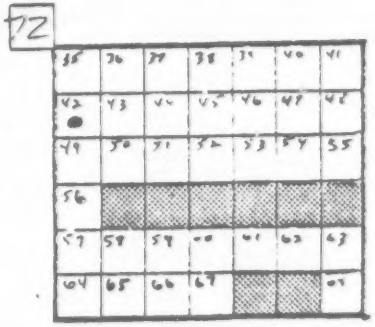
Date: 8-31-8

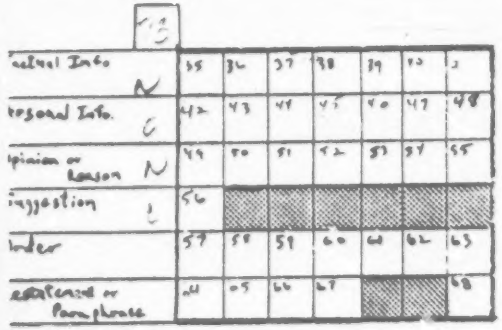
Case # 314

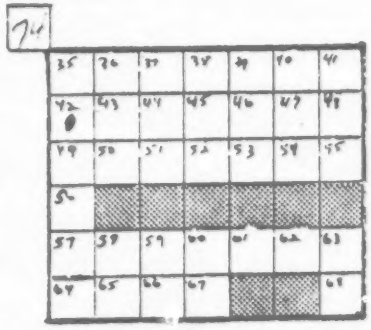


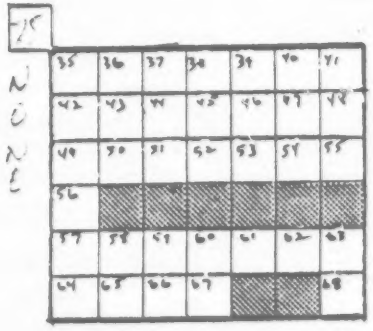


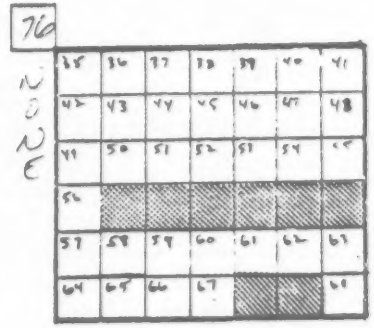


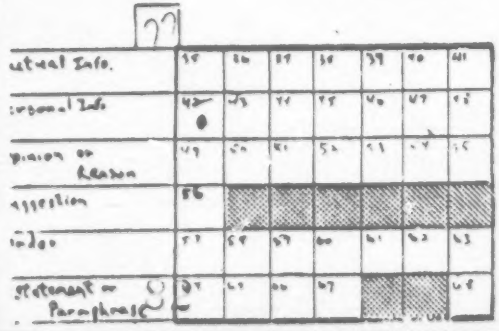


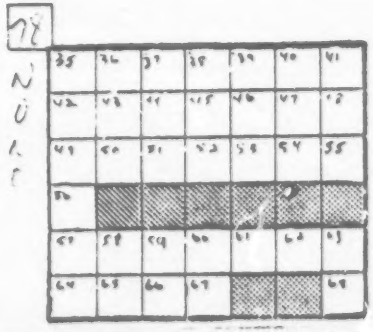


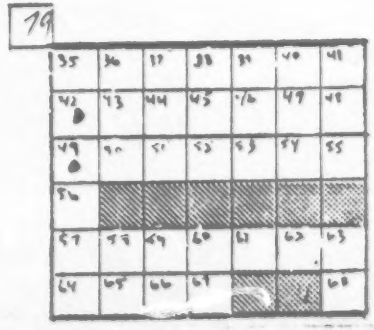


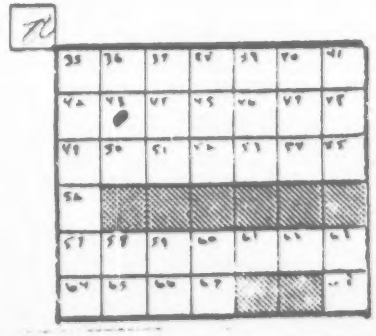


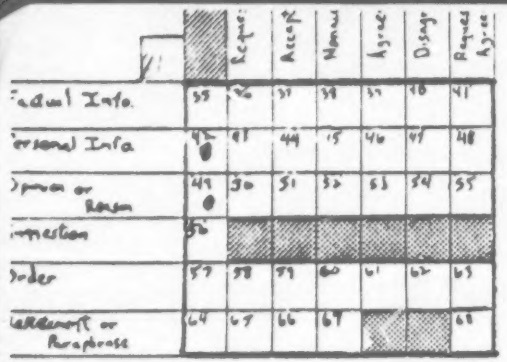


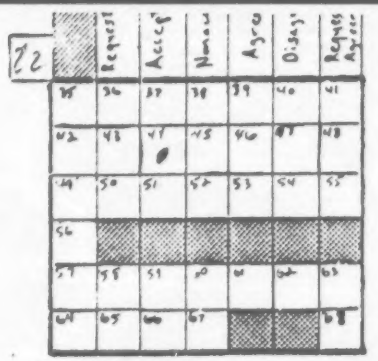


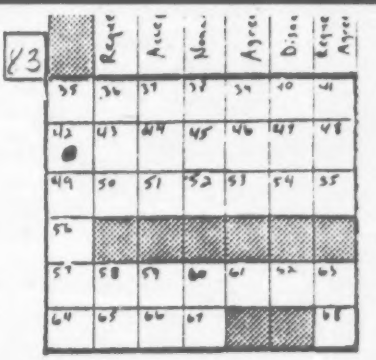


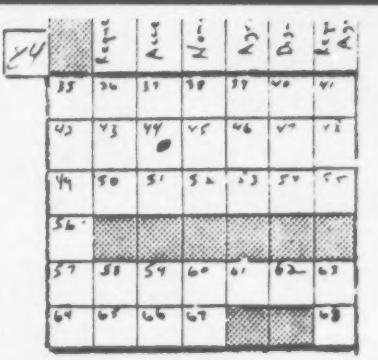












Coder:

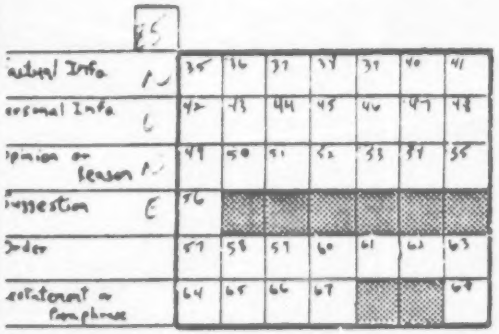
TK

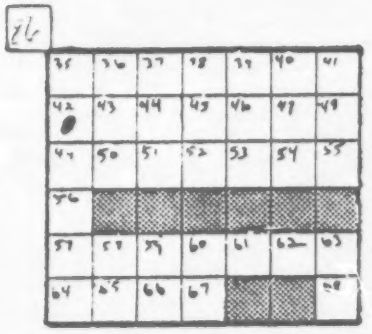
Date:

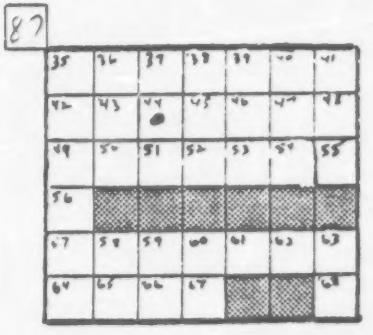
2.31.8

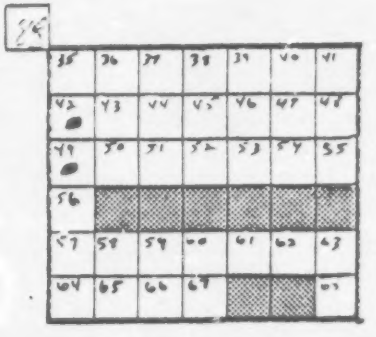
Case #

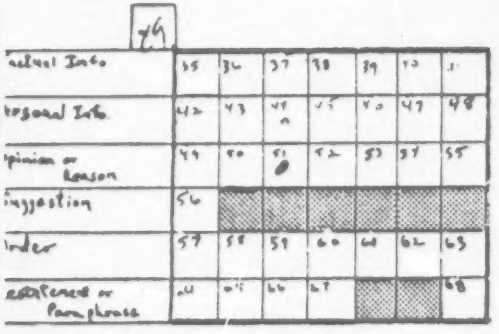
50 7

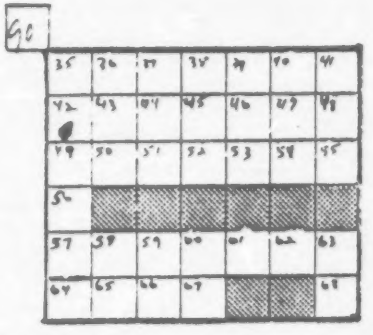


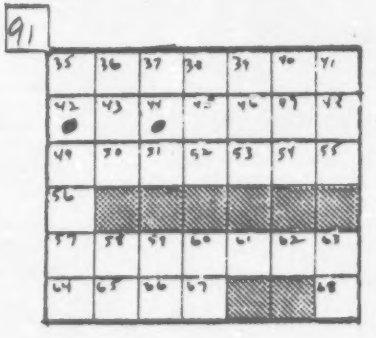


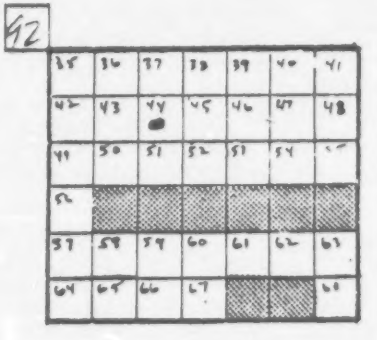


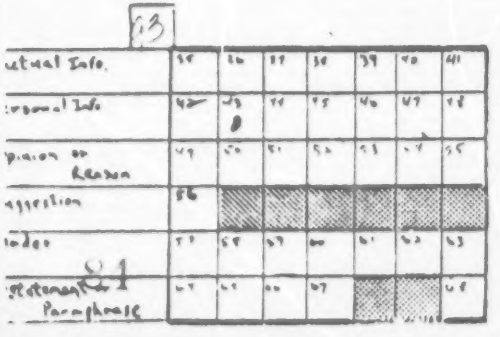


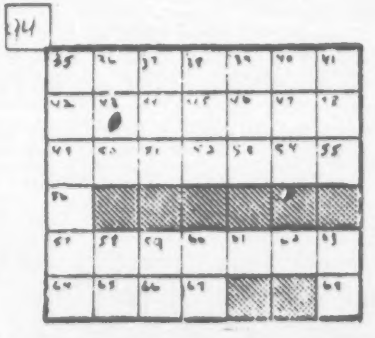


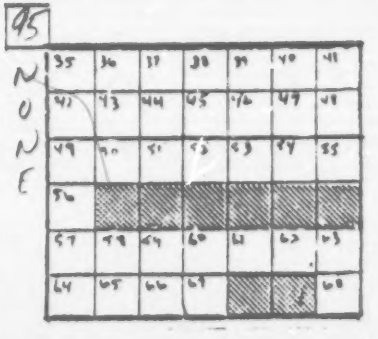


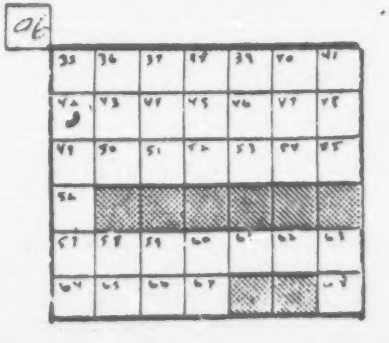












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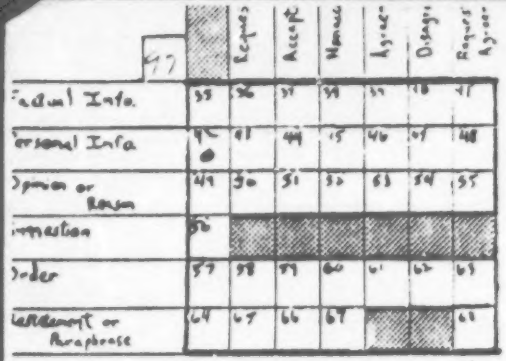

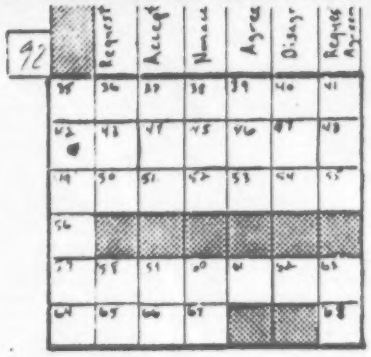

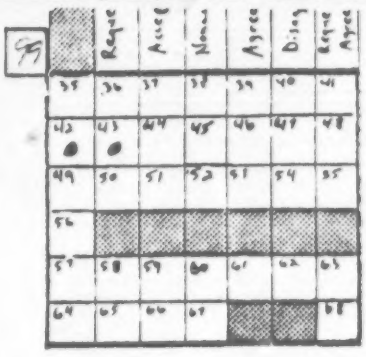

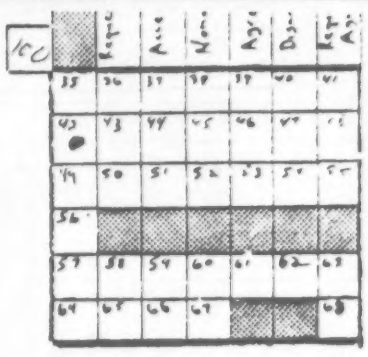

Coder:

FK

Date:

8.31.82

Case #

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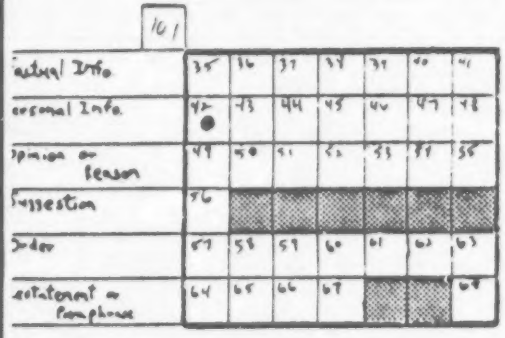

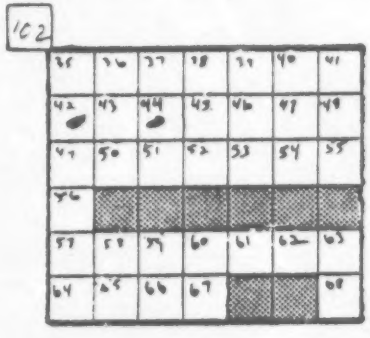

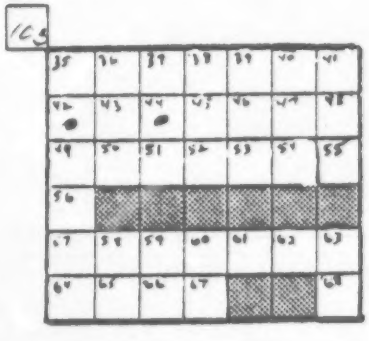

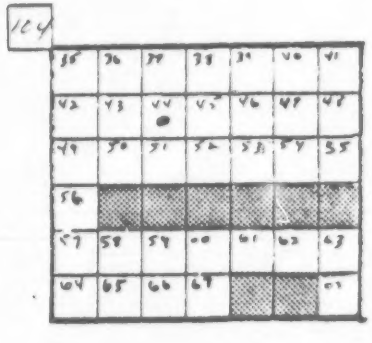

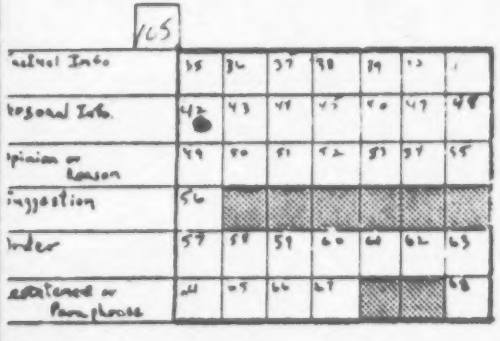

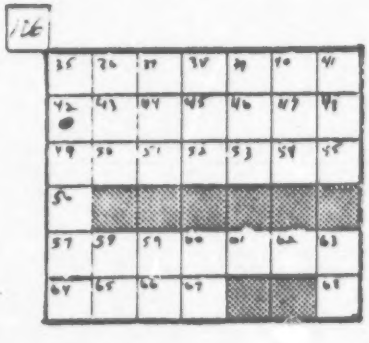

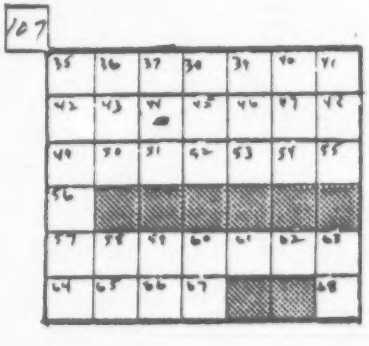

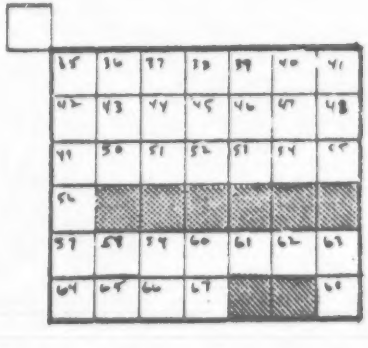

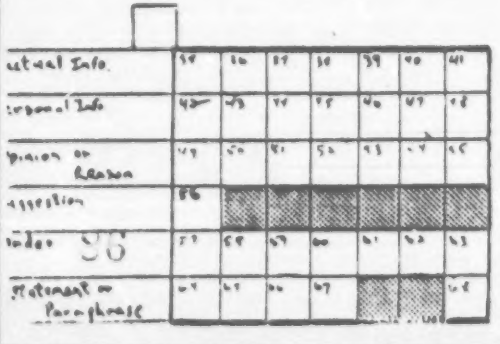

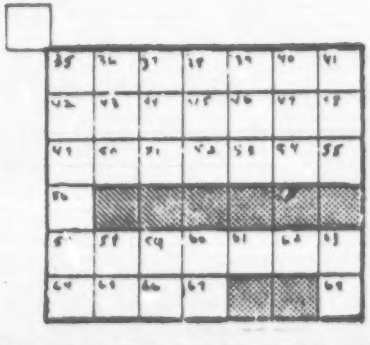

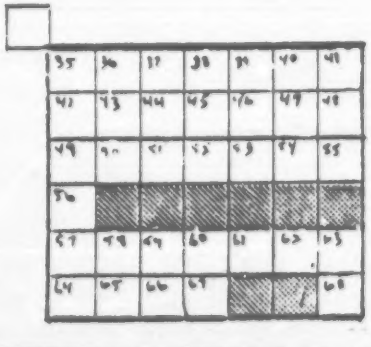

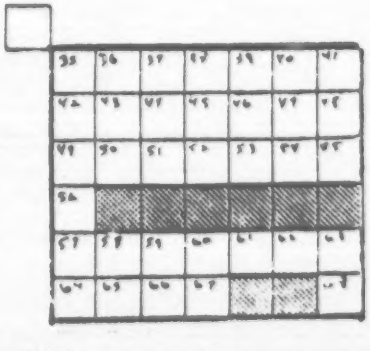

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Case Number 504
Librarian No. 16
Librarian Sex 1 (Female)
USex- Requester 2 (Male)
ILength 14 (minutes)
Terminal used 0 (No)

	Requester	Librarian
Respid	2	1
Laugh	0	0
Smile	1	1
Look	12	12
LaughAlone	0	1
SmileAlone	3	0
LookAlone	14	19
Nods	15	6
Touch	43	26
Objec	17	10
Shifts	8	1
Gesture	14	22
Inter	1	1
Idleact	26	38
UExper	1	1
UKnowl	2	2
Fstinter	1	1
UseIdle	34	34
LibIdle	12	12
UIdle2	2	2
LIdle2	2	2